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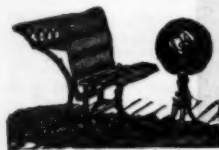
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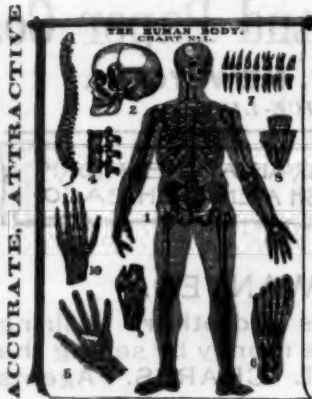
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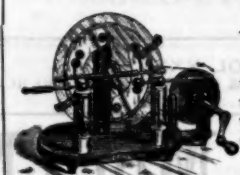
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New York, August 28, 1886.

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Love repays to Hope what Hope first gave to Love.

Yet haply there may come a weary day,
When overtasked, at length
Both Love and Hope beneath the load give way;
Then with a statue's smile, a statue's strength,
Stands the mute sister, Patient, nothing loath,
And both supporting, does the work of both.

SAMUEL TAYLOR COLERIDGE.

IN political life selling out means that one man can bind himself to do the bidding of another. If a "boss" cannot get a fat office himself he puts a dummy in who will do as he commands. An instance of this recently occurred in this city, when Rollin M. Squire agreed in writing with M. B. Flynn to make no appointment in the office of Commissioner of Public Works, which Squire wanted, and got, without Flynn's approval, and to make no removals unless Flynn suggested it, and to transact all business in his office as Flynn might direct. This was a complete mortgage, and because the agreement was not faithfully carried out Squire found

himself in trouble. Just such men as these often transact school affairs, and put in and put out teachers, and raise and lower their salaries, to suit their personal interests. Such transactions are reported from distant localities all over the country, and are subjects of conversation at all teachers' gatherings. Teachers who are let alone can do nothing about it but keep still, or speak with bated breath of the crookedness they know about. If they are heard complaining they are certain to be marked for dismissal. We could mention several instances where certain persons hold school boards firmly in their grasp, and manipulate their action for personal, and sometimes base, purposes; but extreme instances of perfidy are usually so apparent that an outraged public demands a change. The remedy for this will constitute fruitful topics for discussion in future numbers.

THE recent Belfast riots are horrible. Nothing like them has occurred in a civilized country since the day of St. Bartholemew. Fiends in human form; men, women, and even children took part in the rioting. It is not our part to discuss where the blame lies, it is enough for the world to know that it did take place, and in the year of Our Lord 1886. The disgrace of these acts consists in the fact that the actors are *professed* Christians; we dare not say Christians, for the whole New Testament would cry out a protest. An Orangeman gloated over his hellish work in the following language:

"Indeed, we killed plenty of them. One big fellow knelt just beyond there, taking aim, when I popped at him. He gave a great jump and fell backward. He's dead enough, thank the Lord!"

Can such a man lay any claim to humanity, not to say civilization? The Battle of the Boyne is too old to revive its memories; civilization is too far advanced to tolerate such actions; and the principles of Christianity are too lovingly professed by tens of thousands to endure such orgies. Humanity, Civilization, and Religion protest against the Belfast riots, and demand that the earth shall no more witness such scenes, even in heathen countries.

IT no more excites wonder to take up a morning paper and read that one man has embezzled \$350,000 of the funds of a Lowell company, or that another has wrecked one of the oldest corporations in Boston and then committed suicide. The story of high living and criminal speculation, is old; so old and so frequently told that it has become stale. If it goes on this way much longer we shall need another Diogenes with his lamp to search out an honest man. What is the matter? What is the remedy? The matter is that honesty isn't taught. Success is the watchword. Thousands of young men and women are exhorted to succeed, and they do succeed, but the means they use can not be investigated. Success is put above everything else. To hire the best seat in the most fashionable church, to spend the most money in an entertainment, to drive the best turn-out, and own an elegant country residence, to go to Europe and keep in the best society—these are indispensable. To reach these ends there must be money. It comes, but THEN! defalcations, embezzlements, suicides—these answer the question in part, the rest never comes to light.

Honesty must be taught at home, in school, and in business. It must be inbred and inborn, and transmitted to the unborn. We must reform our ways, and be able to buy honest coffee, sugar, soap, flour, and medicine. We want men in the pulpit who practice what they preach, and only preach what they do practice. We want honest teaching. Our cramming for examinations and for promotions is dishonest. Let our pupils stand for what they are, and not for what they can be made to appear to be.

Upon teachers are placed great responsibilities, and it is a disgrace to boards of education that teachers are not permitted to work out their methods with more freedom. They are kicked about, often turned out for no good reason, and legislated about until it is a wonder that they have any honesty of action left. That they have shows how much they could do had they liberty, permanence, and better pay. We firmly believe much of the prevalent dishonesty comes from three causes:

First. Want of home training and influences;
Second. Want of proper school discipline, coming from unreasonable outside interference, uncertain pay, and insecure tenure of office.

Third. Want of religious instruction. It is one of the most lamentable features of our times that thousands of children are growing up with no religious opinions and habits.

THERE is no reason under the sun why every school should not be religious, while there is every reason in the world why all schools should not be denominational. Denominationalism is one thing, and religion is something else. We have come to times when the words religion and denomination are considered synonyms. They are not;—in fact, no two words in our language have more different meanings. A man may be a Presbyterian, a Methodist, or a Baptist, and not be an honor to himself or his fellows. A man may be a Catholic in sentiment and not attend to the duties of the church; but a man cannot be religious and habitually disregard the rights of others. The foundation of church and state is *right*, and right is the law of God. It may be found in the Bible, preached from a pulpit, enacted by a legislative body, impressed on the conscience, or found in an arithmetic or grammar—wherever it is, it is the basis of religion. All moral and physical right is unchanging. The principles of moral philosophy are fixed. In this consists their excellence, and it is this that gives value to religion. It is a sad comment on our times that so many teachers are afraid to teach religion in the public school. They have far more reason to be afraid to teach the principles of geology, botany, or chemistry, for the foundation principles of these sciences are by no means unquestioned, but the principles of religion have been undisputed for ages. Furthermore, the teaching of the facts of religion are far more intimately connected with success in life than the teaching of any of the arts or sciences. Every good teacher will teach religion; whatever else may be omitted, this will not be.

What is religion? Here are a few of its foundations:—There is a God. The principles of His government are just. He sees and knows us. We are accountable to Him. We know what is right and wrong. We voluntarily choose to do what we please. When we do wrong we suffer for it. When we do right we are made happy. We should do to others what we wish others to do to us. We should do right because it is right. We should love what is pure, lovely, good, kind, and benevolent, and hate what is impure, hateful, evil, unkind, and malevolent. These principles can be taught everywhere and always. Many can go farther and teach the Bible and the church, but all teachers, everywhere and always, can and should teach religion.

A STICK that lies sizzling among its associates in the fire gives no light or heat. It is like a person who is constantly complaining about others. Light and heat come from vigorous burning. Good teaching comes from activity and good preparation added to native gifts. A good stick of wood thoroughly dried burns well with no snapping. Good native talent, well prepared by training and experience, gives excellent results in school work.

THE OLD AND THE NEW.

In the earliest times it was seen that the acquirement of knowledge was most valuable. The possession of the observations and discoveries of past generations gave rise finally to civilization, to a higher state of life. It was discovered in the progress of time that in attaining knowledge, a person attained something besides knowledge, and something more valuable than the knowledge itself. Solomon perceived this and attempts to state it when he says, "with all thy gettings get understanding." In years nearer by, in fact in these days, teachers endeavor to define this by the word "discipline." The most noted teachers in all ages have seen that there were results effected by teaching quite beyond the possession of the facts taught. In later years it was also discovered that the subjects taught and the methods used had relation to these results.

During the past fifty years two men have lived, whose influence has been very great on methods of teaching, Pestalozzi and Froebel. Pestalozzi may be said to have opened up a new world of thought to teachers; his ideas have penetrated more or less to nearly every school-room in America. But Pestalozzi is misunderstood and misinterpreted, mostly because his methods are followed rather than his spirit. Yet the impulse given by him will never be lost. After the copying period has succeeded the thinking period. The teachers begin to ask: "Why do we teach thus?" Froebel too has appeared on the scene of action—a deep thinker; no one can understand Froebel without really painful thought. His ideas and methods have been before the world for more than a quarter of a century. By the influence of these men our education has begun to take on a new form. The term, the new education, defines those methods of teaching that are supposed to be in accordance with the principles of Pestalozzi and Froebel. Since all who practice teaching demand the acquirement of knowledge, in what does the new education differ from the old?

The new education is distinguished from the old education by the spirit it breathes. There is a profound change apparent all along the line; it says education is due to man, no matter what his occupation in life is to be, no matter what the color of his skin, no matter where he lives. As God is "no respecter of persons," neither should education be; that a man is ignorant is enough; give him education. Tremendous consequences will follow undoubtedly, but mankind must take the risks; old things have passed away. That no man is to be a slave, either under the British or American flag, seems a glorious attainment; it cost immense blood and treasure before the assertion could be made. But the right that all men have to be educated is beginning to dawn in the human breast; towards that the nations are now unconsciously struggling.

This new spirit that is apparent in education proposes to give man education,—not to fit him to get a living, but that he may really have life on this earth, and not a mere existence. "I came that ye might have life, and have it more abundantly." The uneasiness that is apparent everywhere arises from the unconscious feeling that more can be gained from the earth than a living. The low form of life that millions live, they will continue to live unless they are enlightened. Free schools are the exponent of the spirit that animates the new education. It would give every human being, rich or poor, the store of knowledge that abounds. It would develop his faculties in accordance with the plans of the Creator, and make him more in the image of that Creator than he now is. The changed feeling towards children is another work of the new education. The school-room was once a place of terror, the teacher was a master and the child a slave. A teacher has but lately passed away who made his tardy pupils crawl on their hands and knees between his legs while he stood Colossus-like; unlike Colossus, however, he rained blows upon them thick and fast. The cries of children in the school-room has been one of the marks of the old education. But a better day has dawned; there are societies for the prevention of cruelty to children; the words of Jesus are at last being comprehended: "Suffer the little children to come,"—that is, make room for the children, place for them, or in the words of Froebel "Live in, and with the children."

There seems to be a misapprehension in regard to the legal date for holding the annual school meetings in this state. Superintendent Draper has issued a circular in which he states that there has been no change in the law in reference to dates. The annual school meetings will be held, according to law, on the last Tuesday of August, except in districts authorized to meet on the following day. The recent legislature passed a law changing the

date to June, but this action did not receive the approval of the governor. The published statements that the meetings were to be held October 31, contradict themselves as that day falls on Sunday.

Those teachers who accomplish the best results are those who stick to one place, and patiently labor on year after year, even though the pay is not as good as it might be in larger, but more insecure places. We could name a hundred such teachers in this state. They constitute the bone and sinew of the profession.

Boards of Education ought to confer with the teachers under their employ. Generally the principal or superintendent is the only person who is permitted to speak at school meetings. It needs no argument to prove that there are frequent cases where great advantages will come from such mutual interchange of opinions. The time ought to come speedily when the average teacher is thought to have ideas the members of the School Board would be benefited by hearing.

Bismarck has for once been mistaken. When Alexander, Prince of Battenberg, asked his advice about accepting the offer of the Bulgarian throne, the answer he received was: "Take it, certainly; it will be a pleasant reminiscence." His position at present is not as pleasant as he could wish.

We noticed last week the fact that Gen. H. R. Dawson, of Alabama, has been appointed Commissioner of Education. The universal testimony is that he is an able man, and will make an efficient officer. We understand the office was tendered to two distinguished teachers of the south, and declined. President Cleveland decided some time since to appoint a southern man, and although we should have preferred a teacher, we must honor his judgment as embodying the best expression of his mature thought. He has had time enough to come to an intelligent decision.

THE JOURNAL has always been outspoken in favor of filling educational offices with educational men, and it always will be, but it doesn't propose to say, as has been said by the *New England Journal of Education*, that the profession is "insulted" when an eminent layman like the Hon. A. S. Draper is elected to the office of State Superintendent of New York, or Gen. Dawson is appointed United States Commissioner of Education. We accept these men, and others like them, as representatives of the people, and pledge ourselves to do all within our power to assist them in the important offices they have been chosen to fill.

THE news during the past few weeks has been sensational enough to satisfy the most confirmed lover of excitement. The condemnation of Squire and Flynn, political conspirators, in New York; the trial of the anarchists in Chicago, and their condemnation; numerous murders, rapes, arsons, burglaries all over the country; a defalcation in Lowell, another in Boston, with the tragic suicide of Mr. Ware; and last, the apparent discovery of a modern Lucretia Borgia, in Boston, in the person of Mrs. Robinson, who, it is claimed, has deliberately planned and accomplished the murder of her own sons and daughters, of her husband, and of all who came within her reach, from whose death she could possibly gain anything.

It is a good thing to know where to find good teachers. There are each year thousands of vacancies, and more candidates, but it is sometimes difficult to fit the right teacher into the right place. Two examples of the eternal fitness of things have recently occurred in changes in this state. We refer to the appointment of Dr. John E. Bradley, for many years principal of the high school, Albany, as superintendent of the Minneapolis schools, and Dr. James M. Cassidy, of the Albany Academy, as principal of the Buffalo State Normal School. Dr. Bradley has no superior as a disciplinarian, teacher, and student of methods both at home and abroad. Dr. Cassidy has been tried in one of the most difficult positions to which any man could be called to fill—the principalship of the Cortland Normal School, immediately after Dr. Hoose's removal by Supt. Gilmore. In all his positions at Fredonia, Cortland, and Albany, he has proved himself superior to his place. There can be no doubt concerning the success of both of these gentlemen in their new fields.

OUR STATE ASSOCIATIONS,
AND NEW YORK STATE TEACHERS' ASSOCIATION IN
PARTICULAR.

Our state associations ought to be representative bodies, and their conclusions ought to carry with them the influence of the best thought of each state; but there are many things in this world that ought to be, that are not and will not be until sometime in the future. Local associations should select the members of district associations, these should elect the members of state associations, and from these should come the members of the national association. We should have fewer numbers but better quality. When anybody can join an association, everybody loses respect for it; and the result is, its influence is nothing. It would be far better for a number of well-known teachers in each state, to form themselves into a close corporation, and assume to speak for all, than for everybody who wishes to pay the fee for joining to assume to represent working teachers who do not and will not attend.

This paper has for years advocated the representative plan, but the difficulty in the way of its success lies in the fact that there are so few local associations. There isn't an association of teachers in Brooklyn or New York city organized for educational discussion and conclusion. If the representative system is adopted, who is to appoint delegates to the state association? The reform must commence low down. When teachers in districts, counties, towns, and cities organize themselves into associations, so that there can be appointing bodies; then and not until then, can state associations become representative. It is useless to scold about what large bodies do, or do not do, while the smaller bodies do not exist. It is like blaming a head for not acting, while it has no body to give it blood. If the critics of our state and national associations would set themselves to the task of organizing a system of associations, they would do something worth the ink and paper they use up.

The method of electing the officers in our state and national associations has been criticised. Nothing could be more democratic than the New York plan. At a time specified in the constitution *any body can nominate any one*. These names are all printed on a ballot, and all members can vote, erasing the names they please. In the national association a committee is appointed which selects the candidates and presents them to the association for viva voce vote; the candidates selected are always chosen. When the president selects the committee he has the power of designating his successor. At the last meeting of the New York State Association, Principal Cook of Potsdam suggested this plan, and the proposition was overwhelmingly voted down as we hope it always will be. Of course it is a very quiet way of electing officers, but when an association gets into a clique, as judging from the past it certainly will, there is no power on earth to get it out. The New York Association was in the grasp of a ring for years, and its constitution was adopted for the very purpose of getting it out, and it is out and we most devoutly pray that it may remain out, at least until better educational plans of electing members to our great associations shall prevail. It has been predicted that William E. Sheldon of Boston would be the next president of the National Association. He is a good man and will make an excellent president, but this is in spite, not in consequence of the system by which officers are chosen. The election of the members of the Council of Education is virtually in the hands of its members, even though there is a show of election by the National Association. Everybody knows that the matter is fixed up by a few, and that the elect are foreordained.

There are a great many crocodile tears shed by unsuccessful candidates, over the iniquity of seeking offices in an educational association. Men who are continually seeking fat places for themselves and others in schools, sending recommendations and persons, and using all the means within their power to capture lucrative positions, are the very ones who cry out the loudest against office-seeking. If the voting is fair and untrammelled, where is there any more objection against any one offering himself as a candidate for an office in an association, than as principal of a school? Suppose the president of the New York Association did seek the office, is that anything against him? Is it anything against a hundred men in this state that they sought their places and paid C. W. Bardeen for helping them get there. It is said that this gentleman has made quite a snug fortune by this helping process. He is now the last man to cry out against the very system he advertises to use, in securing places for teachers. What matters it whether he is paid for getting a candidate a principalship of a normal school, the state association, or the state superintendency? Where is the difference and distinction in morality and practicability?

A GOOD GUIDE.

A GOOD book is a good thing, but a book that tells where good books can be found, is better even than a good book. A clue indicating where gold mines are is better than a gold mine, for it may lead to the discovery of many. These thoughts are suggested by a little book in paper covers, just published by the publishers of this paper containing the names of all the most valuable books on education and its allied subjects published in our country. Arrangements have been made by them so that they can be furnished teachers at wholesale rates. The publishers in the "Introduction" say:

"This catalogue is sent out to aid the teacher in knowing what important works on education are published, their characteristics, and prices. A great many books relating to education have been published which are useless to own—they exist as curiosities merely. We give a classified list of the books that are recognized as possessing practical value. Perhaps few teachers will buy all these, but they will need to know what are published in order to make wise selections.

A teacher's success depends on his knowledge of the work of teaching; hence the importance of making a study of education. A teacher without educational books and journals is in as bad a condition as a pupil at school without text-books; in fact, he is in a worse one. Educational journals and books are directly related to the teacher's success and advancement.

A teacher, at an educational meeting in Michigan, was solicited to subscribe for the *TEACHERS' INSTITUTE*. He did so with reluctance, as it would cost a dollar. He read it and put in practice the methods proposed; he purchased books on education. His school began to attract attention; he was invited to a larger one, then to another, and another; he became principal of a flourishing graded school and recognized as a leading educator in the state. His salary kept pace with his increased duties. He accounted for this advancement solely on the ground that his study of education had fitted him to perform better work, and this had been noted by the public. This is the testimony of all who hold advanced positions."

HINTS FOR THE COMMENCING TEACHER.

LEGAL RIGHTS.

The teacher's contract of employment is required by law to be in writing, specifying the length of time contracted for in weeks, and the compensation per week, or per month of four weeks, and the pay per month. It is to be signed by the proper school officer and by the teacher before he enters upon his duties. Where a contract is thus made it becomes binding upon the district and teacher. By this contract the teacher becomes bound to render his personal services. He cannot fulfill it by supplying a substitute, even though the substitute is fully competent. No teacher can be employed in any school which is to receive any share of the public school fund, who has not a certificate from the proper authorities authorized to grant such a license. Any teacher who commences teaching without a certificate forfeits all claim to compensation for the time during which he continues to teach without it. When a teacher has been employed under a legal contract he cannot be discharged or dismissed, except in the manner provided by law. In most states such proceedings must be of the nature of a trial. There must be specific charges, and a full and fair investigation.

The fact that the school is closed by the trustees or directors during the continuance of the teacher's contract, even though for good cause, such as the prevalence of contagious disease among the pupils, or, in New York, on account of the holding of an institute, does not affect the teacher's right to his salary; but if the school is closed on account of the inability of the teacher, for any cause, to render the services contracted for, he is not entitled to pay for the time during which he is not teaching.

PREPARATION FOR WORK.—SCHOOL GROUNDS.

A teacher has a work to do before his school opens. It is his duty to see to the surroundings of the school-house. The grounds will often be found to be uncared for—without shade trees, good fences, walks, or flowers, and not infrequently covered with heaps of stones and rubbish, overgrown with briars and brushwood, or made unhealthy by stagnant pools of water. Although it is not the teacher's duty to provide for the removal of these nuisances, he can, by a little tact and influence with the trustee or director, secure a clearing up and beautifying of the grounds, to some extent, at least. There are few officers so stolid and indifferent as not to be willing to do all in their power to render the school grounds presentable, at least.

Before school opens is the proper time to look after the privies. These will frequently be found to be in a deplorable condition; often poor or no doors, defiled, no

privacy, and in some cases, even in the older states, only one house for both sexes. It is the teacher's imperative duty to see that these buildings are put in repair. In no civilized community do the people uphold unchastity, yet the condition of the privies in many towns and country districts is such as directly to promote the worst kinds of vice. The work of repairing the private buildings must be done before the school begins. The teacher should see that all marks, writings, and carvings are removed. These are often permitted to remain from generation to generation, corrupting hundreds. They are the foot-prints of the devil's own children—object lessons in the school of vice, suggesting far more than they seem to do at first. Why attempt to teach morality in the school-house when outside immorality is continually pictured on the sides of the out-houses?

A close and high board fence should extend from the centre of the house behind to the centre of the fence at the back end of the grounds. The two spaces behind the house should be used for play-grounds, in mixed schools, one for each sex. A shed placed immediately behind the house, and extending into both play-grounds, would furnish shelter in wet weather.

It is needless to say here that when the grounds and out-houses are put in good order it is the duty of the teacher to see that they are kept so. There is no more reason why pupils should throw down fences, cut trees, and cover doors with obscene figures than to thus misuse the property of their parents. If a teacher cannot prevent such actions he is unqualified to take charge of a school no matter how well prepared in other respects he may be.

PREPARATION INSIDE.

BLACKBOARDS.—These are indispensable, and must be prepared before school begins. There are a hundred ways in which good blackboards will render great assistance to the teacher in her work. These can be made of hard finish, as follows:

- 4 pecks of white finish,
- 4 pecks good sharp sand,
- 4 pecks ground plaster,
- 4 pounds of lamp-black,
- 4 gallons good whisky or alcohol.

Put on only a small quantity at a time. This will be sufficient for twenty square yards of surface.

The wall intended for this finish should be plastered like the rest of the room; afterward this black surface can be applied. To cover boards the following paint can be used:

- To make one gallon, take
- 10 oz. pulverized pumice stone,
- 6 oz. pulverized rotten stone,
- 3-4 lb. of lamp-black.

Mix with alcohol enough to make a thick paste; grind thoroughly; dissolve 14 oz. of shellac in the remainder of the gal. of alcohol. Stir thoroughly. Apply with brush.

A good strong, dark green or dark blue curtain paper, pasted on a hard, even surface, will last for many months, if soft crayons are used. The paste used should be good, with a little glue added.

A strong, rough, oiled curtain cloth, well applied to the wall will last for several years. Try the cloth, before bought, with the crayon. A little searching will discover a good quality that will do excellent service.

MISCELLANEOUS NECESSITIES.

An unabridged dictionary. This is furnished in many states by the public authorities. It should be covered with stout cloth, and placed on a stand used alone for it.

A clock. Not a loud-ticking one, neither a striking one, but one with a face large enough to be seen distinctly in all parts of the room.

A little sweet-toned bell. We believe in a bell. Some do not; but it has been our experience that its usefulness may be made to be great. Its use need not be suggested.

A large hand-bell. For ungraded schools in country or village this is a necessity, in order to call pupils from the play-grounds.

Wash basins, towels, two pails, half a dozen tumblers, and some soap. There must be places to put these articles, and they must be kept in their places. They are essential to health, neatness, and order, and should be found in every school-house, no matter how humble its surroundings, or poor its patrons.

Two good brooms, two or three mats, scrapers, two umbrella stands, two dust-pans, and a quantity of wiping and dusting cloths. Which of these articles can be omitted? We may get along without them. The Indians get along without knives and forks, but a civilized

school must be provided with civilized appliances.

Good crayons and good erasers. The old-fashioned chalk is obsolete. Crayons are essential. There must be a tray in front of the blackboard in which to keep what is needed for immediate use and catch the dust. A good eraser can be made by tacking a small piece of Brussels carpet to the sides of a block of wood. A yard of carpet will make a large number, and the cost will be small. These erasers should be frequently cleaned, out of doors, by sweeping them, placed tightly together in a box or on a board. *Blackboard trays should be cleaned daily.* This can easily be done with a damp (not wet) cloth.

[TO BE CONTINUED.]

THE SCHOOL-ROOM.

KINDERGARTEN METHODS IN THE PUBLIC SCHOOL.

BY SUPT. W. N. HAILMAN, LA PORTE, IND.

The chief obstacle in the introduction of kindergarten material in primary work, is the tendency of the teachers to use it simply for purposes of so-called "busy-work;" merely to keep their children's fingers occupied in a vague, aimless sort of fashion, in order to "prevent mischief." If kindergarten material is used in the school, it should be with the earnestness and carefulness that characterizes its use in the kindergarten.

Now, inasmuch as the aims of the school are narrower than those of the kindergarten, and the public and school authorities are necessarily slow in widening these aims, it becomes somewhat difficult to preserve right measures. The teacher is rarely permitted to go beyond "legitimate" school subjects. What help does kindergarten work give in reading and writing, in numbers, in geography, etc.? is a first question that meets us on every hand. The teacher who is permitted to add to her aims, drawing, music, and form, may account himself fortunate; for him the road is easy.

In LaPorte, we enjoy this privilege, and have been permitted to add even natural history from the very start. Still there is some lurking opposition to the "playing in school," and we must often go slower than we desire. We use so far the following materials, with the objects indicated:

I. CLAY.—in lessons on form, in drawing, coloring, geography, natural history. The cheapness and flexibility of this material renders it exceedingly useful. Of course, it is used in ways to which the kindergarten is a stranger, but in all these adaptations, the kindergarten spirit of earnestness, spontaneous interest, logical sequence, cheerful obedience, etc., is uppermost.

II. THE SECOND GIFT, BEADS.—in lessons on number, color, and in accordance with Prof. Batchellor's suggestions in music. In number these beads are of great value. With their help "counting by ones" is soon worked out.

III. THE FOLDING-PAPER.—in lessons on form, mensuration, drawing. For purposes of economy we prepare the square and triangular sheets ourselves, having them cut to order by our bookbinder. The circular sheets we procure from Mr. Bradley. For lessons in form we use colored cover-paper, which brings our folding-sheets to about four cents a hundred; for drawing and mensuration we use manila wrapping paper, cut accurately; this costs us less than two cents a hundred sheets.

IV. THE INTERLACING STRIP.—in lessons on number and form. In number it is used only for "teaching fractions." In form it takes the place of the expensive gonigraph, and is used far up in the grades.

V. CUTTING AND PASTING.—in lessons on form and drawing. For this we use the cover-paper described under the head of "folding," and as a pasting surface larger sheets of manila wrapping-paper. (We use this to the entire exclusion of parquetry, which in my experience has always led teachers into mere "busy-work.")

VI. MATCH-SPLINTS.—in number, form, and drawing.

VII. STICKS AND PEAS.—in form and drawing; for perspective drawing even in the highest grammar grades.

CARDBOARD WORK.—in form, mensuration, and drawing. This, too, is used in the higher grammar grades, where pupils construct their geometrical models from this material. We use a stiff manila board which comes in sheets 24x36 inches and costs less than five cents a sheet.

IX. MRS. HAILMAN'S LENTILS.—in form, color, drawing, and geography.

X. THIRD GIFT, COUNTING BLOCKS,—(as prepared by Mr. Bradley,) in form, number, drawing, mensuration.

XI. TABLETS,—in form, drawing, and mensuration.

XII. THE INTERTWINING STRIP,—chiefly in lessons on geometry in the grammar grades.

The children's collections of objects of interest in nature, the industries and art; their intelligent observation of meteorological and astronomical phenomena, their stories and self-made reading tablets, can hardly be claimed for the kindergarten, though they are full of its spirit. In songs and games, too, we aim to lift the children into richer fields than those of the current kindergarten books on these subjects.

GRAMMAR QUESTIONS.

TWO SETS COMPARED.

I.

"That we ought, at all times, to be ready to contribute to the happiness of others cannot be denied."

1. Analyze the above sentence, and parse the first ten words.
2. What are the general divisions of grammar?
3. What properties have nouns?
4. What is the declension of a noun?
5. Decline friend, foe, man, woman, and fly.
6. Have adjectives any modifications?
7. Write a sentence containing an adjective of the comparative degree.
8. What modifications have verbs?
9. How many moods are there?
10. How many tenses, and what are they called?
11. How many in each mood?
12. Give a synopsis of the verb *write* through all the moods and tenses.
13. Define person and number as applied to verbs.
14. How are passive verbs formed?
15. What is an adverb?
16. Name the different kinds of adverbs and write one of each.
17. What is a phrase?
18. Mention the different kinds of phrases.
19. Parse only in the following: "I came only to call."
20. What distinction is there between a personal and a relative pronoun?

II.

1. Write a short letter, making the spaces correctly and addressing it properly. Do not fold.
2. Compose a sentence containing a subject, predicate, object, a possessive plural noun, and a prepositional phrase.
3. Analyze the following sentence: "That we ought, at all times, to be ready to contribute to the happiness of others cannot be denied."
4. Arrange the words in the above sentence in columns according to their parts of speech, naming each column.
5. Compose sentences containing *who*, *whose*, *what*, *when*, and *where*. Analyze two sentences.
6. Write the possessive singular and possessive plural forms of *friend*, *foe*, *man*, *woman*, *fly*, and *sole*.
7. Compose sentences containing *rode*, *ridden*, *set*, *sit*, *done*, *did*, *laying*, *lying*, *expect*, and *suppose*.
8. Compose five passive sentences. Change each one into an active sentence.
9. Have verbs person and number? Prove what you state.
10. Write an interrogative, an imperative, a declarative, and an exclamatory sentence. Name each.
11. Write six sentences, each one containing a verb in a different tense. Name each tense.
12. Write five sentences, each one containing a verb in a different mode. Name each mode.
13. Explain the words in *italic* in the following sentences:
Samuel helped *build* the house.
I saw him *come*.
They dare not *go*.
14. Compare five adjectives. Use them in sentences.
15. Do adjectives ever connect clauses? Compose a sentence and explain your meaning.
16. What is a conjunctive adverb? Explain in a sentence you will compose.
17. Write a sentence containing a colon.

CRITICISMS.

Neither of these sets are perfect. No. II. is better than No. I., because it contains less technical grammar and more language exercises, but it does not contain enough; neither are they of the right kind. In No. II. the first question is a sensible one. From it the examiner can judge of the pupil's ability in capitalization and expression, and that common knowledge of letter-writing so necessary in everyday work. The second question is a poor one. The sentence, if composed, will be stilted and unsatisfactory. Questions like the seventh are far better than those which give ungrammatical expressions to be corrected. The fifteenth question is obscure. It may mean "adjective-pronouns," and even then the answer will be doubtful, but, as a whole, we like these questions. They are more practical than the first set, because they relate to the sentence more, and require the pupil to use his language in connected sentences. When the time comes that technical grammar is left to the higher departments of the high school, and common teachers will not be expected to answer rhetorical and controverted points, we shall have much more language work, now so sadly neglected.

Much can be said concerning the set I.

1. The divisions of grammar are by no means settled. Many authors give orthography, etymology, syntax, and prosody, but this does not include all. The whole of criticism and rhetoric belongs to grammar. Grammar is the science and art of expression. No subject is more comprehensive.

2. It is usually said that nouns have the properties of person, gender, number, and case. Let us see. The word *boy* is a noun. It stands alone on the page. What is its person? What is its case? It is not true that nouns always have four properties.

Nouns have no declension in English. The possessive form of tree is tree's. Its plural form, trees. These are all. It is possible to call *tree's* in the possessive case, but the expression is not a good one in our language. It cannot be told, by its form, whether *tree* is subject or object. Case is that form of a word by which it can be told what place it must occupy in a sentence. In Latin there are six cases, in the Greek, five, each having a special termination, so that it can be told at once what place the word must take in a sentence. In other words, they are *declinable*. English nouns are not declinable. It cannot be told by the word *tree* whether it is subject or object complement, to a tree, O, tree I, or with a tree. All these relations can be told at once in Latin as soon as the termination is seen. The Latin, therefore, has cases. This whole subject is discussed by Gould Brown in his "Grammar of English Grammar," pages 258, 259, and 260. Mr. Brown uses the word case, but says that it is "expedient to assign to English nouns three cases." He does not defend the *right* of the matter.

The subjects suggested in the remaining questions of set I. we shall discuss in future numbers of the SCHOOL JOURNAL during the year.

A PHONIC LESSON.

[Written by Miss S. W. Hart, Connecticut Normal School.]

Daily drill in phonics has become a part of the exercises in every well-regulated primary school. It is customary to have as a part of this drill concert work by the children, in giving the elementary sounds of the language. The letters representing these sounds are placed on a chart or blackboard, and two or three minutes a day are given to the work of articulating the sounds.

The exercises in giving the sounds are varied by allowing the children to sing them, give one with rising inflection, another with falling inflection, etc. Another way, especially successful with young children, is to tell a story in which the sounds appear as being made by something described in the story.

The following story will illustrate this point:*

One very hot day last summer, a little boy named Johnnie was lying out in the hammock. He swung back and forth for a long time, and finally he began to grow sleepy. He shut his eyes and listened to all the sounds that he could hear about him. Over in the next yard was a cow, and Johnnie heard her say to her little calf, "m, m." The calf tried to make the same noise, but it couldn't quite do it; so it said, "n, n." Then it tried again, and it could say only, "ng, ng."

Up on the roof were some pigeons, and they talked to themselves this way, "I, I." There was a cross little wren there, too, and he said, "r, r." Johnnie's Uncle Charlie was on the piazza trying to tie up some vines for Johnnie's mamma. He held some bits of string in his mouth while he tied up the vines. Johnnie watched him awhile, and wondered why, all at once, he began to say, "p, p;" and then, louder yet, "t, t." He soon saw, though, that it was only because some tiny bits of the string were trying to get down his throat,—and he was trying to get them out. Johnnie could hear the cars up at the station go, "ch, ch;" then, slowly, "c, c." The pigeons began to talk again by this time, "b, b," said one; "d, d," said another; a third almost sneezed, and said, "j, j," and the old papa pigeon said, "g, g."

In the house, mamma was trying to get the baby to sleep. The old cat and her little kittens came running in. Mamma was afraid that they might disturb baby, so she said, "s, s,"—"sh, sh." The old cat didn't like that, so she said, "f, f;" the little kittens tried to do just as their mamma had done, but all they could say was, "th, th." Then mamma sang a little song to baby. Johnnie was so nearly asleep by this time that he couldn't tell what she sang. He only heard a low sound like "v, v."—(Hard sound of th.) Suddenly a big fly came buzzing close to Johnnie's nose; "z, z," it said. Then it flew a little higher, singing, "zh, zh." That nearly waked Johnnie up, and in a minute after Rover came running under the hammock, panting, "h, h," then softly, "wh, wh." Then Johnnie thought that he had better get up.

Mamma couldn't get baby to sleep, so she let her run to the door to call Johnnie. Baby's talk isn't like our talk, and this is what she said, "w, w,—y, y—a, a—e, e"

*This story was told to young children by a young lady in the training class at Conn. normal school. The children were breathless with interest and when called upon to make the sounds, gave them with a vigor which testified to the impression made upon them by the story.]

—i, i—o, o—u, u" That meant, "Come, brother Johnnie, come and play with baby." So Johnnie got out of the hammock, and he and baby had a nice time together.

LESSONS IN ZOOLOGY.

BY ANNA JOHNSON.

FEET OF BIRDS.

Have pictures that plainly show the feet of a hen, duck, swan, stork, heron, ibis, flamingo, ostrich, woodpecker, canary, owl, eagle, and as many more as convenient. When it is possible to get the real objects, they are, of course, to be preferred to the pictures. The feet of chickens, turkeys, and ducks are easily procured. Sometimes live or stuffed birds are accessible.

Let the children compare the feet of the birds and note the difference. They may at first select those that live in the water, which they will readily do. Ask how they know, or why they select such ones. How are webbed feet adapted to swimming? Question about the walking of web-footed birds. Where are they the most graceful? Why? Do all birds usually walk? Find some feet that are fitted for walking. Which feet and legs are fitted for walking very fast? Let them compare the runners with the waders, and state and give reasons for the difference, as far as they can without help; when necessary, question to bring out reasons.

Speak of the country in which the ostrich lives, about the feet being adapted to hot sand. What animal is specially fitted to travel long distances in the sand? Compare the feet of the camel with the ostrich. How are the legs of waders adapted to the water? If you had to walk a long distance, which would you prefer, the land or water? Would you wish to carry heavy burdens on feet or legs when wading?

Have them notice nails of scratchers. What do hens do to get worms? How do their nails differ from the perching birds, the canary or sparrow, for instance? Ask where and how the hens, crows, sparrows, and canaries sleep at night. Why don't they fall off their perches? Have a leg of a chicken, pull up the tendon to show how firmly the toes may be drawn. Notice direction of outer toe of climbers. Why turned out? How many have noticed a wood-pecker? What does he do? Could hens climb as well?

Call attention to birds of prey. How their claws differ from the other birds in being sharp, curved, with thick bunches on under side of feet. Question as to their method of obtaining food; the necessity of such feet to seize, tear, and retain prey.

A FEW FACTS CONCERNING THE ORGANS OF RESPIRATION.

NOTE TO TEACHERS:—These statements are to be given by pupils. In no case should they be dictated by the teacher. The organs, *larynx*, *trachea*, *epiglottis*, *Eustachian tube*, *pharynx*, *tympa-num*, *oesophagus*, can be pointed out and named by the teacher, but described by the pupil. Diagrams can easily be drawn and lower animals used for dissection and illustration.

MATTER:—Air inspired through the nose or mouth passes down the larynx and trachea into the lungs.

This can be easily taught by asking a few questions.

The air becomes warm and moist before it reaches the delicate tissue of the lungs.

It is important that pupils should understand this, but they must be led themselves to make this statement.

During respiration the epiglottis is always elevated in order to allow the upward and downward movement of the air.

This must be taught by a diagram, or better by a model if one can be obtained.

Through the opening of the Eustachian tube into the pharynx, near the back of the nose, air passes into the cavity of the tympanum.

The food passes from the mouth down the pharynx into the oesophagus and stomach, during the act of swallowing.

The elevation of the soft palate prevents the passage of the food upward into the nose.

The opposition of the epiglottis to the upper orifice of the larynx prevents the entrance of the food into the windpipe.

APPLICATION:—These facts so easy to be taught will afford a fund of information of great value during an entire lifetime. The science of physiology is full of most interesting and important facts. As soon as pupils are taught to think, observe, and express what they see they will at once acquire a deep interest in the study of the human body. Try and see.

By delay nectar becomes poison.—Sanskrit.

Faults are thick where love is thin.—Galilei.

PICTURE LESSONS.



QUESTIONS CAN easily be asked on pictures I., II., and III., like those indicated for IV. Nothing in language work can be more profitable than lessons like these. More will be given next month.

QUESTIONS ON IV.

What is this man doing?
Whose children are they?
Where does the man live?
Where do the children live?
What is on one side of the path?
What is it for?
How many trees can you see?
What has been done to them?
What does the man do with the wheel-barrow?
How far will he take the children?
Write all you can about this picture.

BRIEF LESSON PLANS AND DEVICES.

COMPOSITION.

The following questions were recently used by the New York Department of Public Instruction in their examination for state certificates. They show a very gratifying advance in public sentiment in reference to this important branch. The time will soon come when nonsensical grammar conundrums will be forgotten and sensible grammar questions like these take their place.

1. Which should be taught first, the science of language or the art? Why?
2. Write a business letter.
3. Write an application for a position as teacher.
4. Write a plan of essay on the subject:
Strikes,—Their Causes and the Remedy.
5. Upon what subjects will pupils write best?
6. Why has composition-writing been so generally disliked by pupils?
7. Sufficient practice in language work will give pupils practical knowledge of what parts of English grammar?
8. Compare the value of impromptu written work in composition, with work previously prepared.
9. State five methods of supplying children with material for language lessons.
10. Write a brief account, either of President Cleveland's wedding or of the loss of the Oregon.

MARKS FOR CORRECTING EXERCISES.

- X (through a word or figure) to indicate bad spelling or inaccurate work.
A to indicate the omission of a word, a statement, or an example.
—X " that a wrong word or expression is used.
~ " a fault in grammar.
() " words wrongly arranged.
|| " a fault in punctuation.
[(surrounding a word) to mark that as correction the declension, or principal parts and tense of the word must be written out.
W (in the margin) means that facts are mis-stated.
A " means that the pupil is to ask for an explanation in class.
R " means that rule or explanation is to be written by the pupil.
| " indicates a fault in composition or method, and that the passage or problem be re-written.
L (at end of an exercise) means that the pupil is to look at last corrections and correct again.

The correction of a spelling fault must be written three times at the end of the exercise.

Punctuation faults and grammar faults are to be corrected where they occur.

Words left out are to be inserted in the margin.

Other corrections must be written in full at the end of the exercise.

EXERCISES IN MEASURING.

Let the pupils draw a line an inch long on their slates, and afterward test it with rulers.

Lines of various lengths may be drawn until a foot line can be produced, without measuring.

Lines an inch, a foot, and a yard in length may be drawn on the board, the foot divided into inches, and the yard into feet. With these as standards, let the pupils "guess" or estimate the length of various objects which the teacher holds up or points out.

The square inch, square foot, and square yard may be drawn in the same way, and the pupils estimate the number of square inches on the surface of their slates, books, desks, etc.

Let them estimate the size of the window panes, using the expressions 8x10, etc., the size of the window frames, doorways, walls, and ceiling of the room. The older pupils may estimate the number of square rods in the play-ground; the number of acres in the adjoining field; the height of the school-house and the buildings near by. If there is a difference of opinion, tests can be applied whenever practicable.

HOW WE DECORATED OUR SCHOOL-ROOM.

We pressed fern leaves and fastened them to the wall with mucilage; we tacked up bitter-sweet berries and sumac; we made mottoes out of cardboard; we grouped picture cards together; made festoons of mountain-ash berries and the seed-cases of the rose bush. One of the boys carved out a bracket, on which we put an empty hornet's nest.

On one of our blackboards (of which we have plenty) we wrote in fancy letters, "Leaves from the Woods," and under it drew in outline the forms of every variety the children could find. These were afterward colored with chalk in their natural colors as nearly as possible, giving to the maple, sumac, and oak their autumn tints.

Another board is devoted to drawings. When a picture is drawn well it goes on this board to stay, and great is the delight of every young artist who is allowed to place a picture on this board. One little girl, who had no taste for drawing worked on a cup and saucer, during spare minutes for three months, that she might get it there. Children love to work with colored chalks, but need to be guided in the use of them, or their pictures will be too highly colored. On our platform we have drawn a map of our village. Several of the little boys cut blocks of wood for the houses. These they can put in their proper places, and can tell directions from their seats to any place in town. The more interest a child takes in helping to make the school-room pleasant, the more he will take in his lessons. None are too small to help in some way, and all are proud to be of use.

A. M. T.

A PLAN FOR STUDYING HISTORY.

The following method of studying will accustom the pupil to close application; to oral and written expression; to careful penmanship, spelling, punctuation, and the use of capital letters; system; originality of thought and expression; independent research; mastering the topics he studies.

The student first reads very carefully the first division of the text, then, with pencil and paper at hand, he rereads the same, and writes "catch-words" as an outline of that division. He closes his book. From his outline he recites to himself the paragraph. He opens the book, and reads to see if any essential particular has been omitted. He puts aside his first outline now, and with book closed, he makes a new outline and again recites to himself. If he has given close attention from the beginning, his lesson is now learned. At the recitation no books are used by either scholars or teacher. The review of the previous day's lesson is recited by the teacher giving topics, or by questioning. For the advance lesson, each one of the class, at the blackboard, or on a slip of paper, makes a "catch-word" outline of the lesson, similar to the one prepared when studying. From this outline each recites his lesson.

C. H. G.

CORRECTING PAPERS.

In correcting in arithmetic and spelling, give the order, "exchange," "correct." Read slowly and distinctly the correct form. Afterwards always examine one or two papers. If mistakes are discovered, charge them to the one who corrected the paper. Call for a report. Frequently let one or two members of a higher grade correct the language exercises of a lower one. As a general thing they will take great pride in it, and be very accurate in their corrections. Special exercises you will enjoy correcting your self, but do not allow yourself to be bored and worn-out every night by seventy-five or a hundred exercises, when a few minutes taken from the recitation will give a very satisfactory result in this work.

L. E. B.

AN EXERCISE WITH TOY MONEY.

Place upon a desk or table a number of articles—tops, balls, nuts, etc., each with a price mark upon it.

Distribute toy money, pennies, five and ten-cent pieces among the pupils.

The teacher then acts as salesman, and each buyer states the amount of change he should receive after he has made his purchase, or the teacher may appoint a saleswoman, who can be allowed to keep his place until he makes a mistake. Each buyer, when he returns to his seat, may state what he purchased, the price, what money was given, and what change received.

The pupils should go in turn to buy, or as they are called by the teacher, so as to avoid confusion.

A GEOGRAPHY EXERCISE.

Let one pupil at the board and the others at their seats draw an outline map of a state or country.

Allow fifteen minutes for the drawing of the map, and thirty more for study of the same.

Call upon one pupil to stand at the board and question the class upon the features of the country studied, pointing to the map when occasion demands.

Other members of the class may continue the questions when the one called upon is through.

The teacher afterwards may call attention to any points omitted. He may also point out the best questions asked, and show why they are good. The class may be taught to bring out leading features in their questions, which will help them to independent systematic study.

A QUIET GAME FOR A RAINY DAY.

"Hunt the Ring," though an old game, deserves a place on the teacher's list of quiet games for rainy days. For fear it may be so very old that our young teachers may not know it, I give directions:

All but one stand in a circle. A ring is slipped on a cord, the ends of which are tied together. Each child must then hold his hands tightly over the cord and pass the ring around. One child stands in the centre, blind-folded, until the ring has commenced passing along, and all say, "Ready!" The one under whose hands he finds the ring takes his place in the circle. M. R. K.

AN EXPERIMENT.

The following apparatus is used to illustrate the process of breathing:

A small lamp chimney is closed at the upper end by a stopper, through which is a perforation. A short tube extends half way through the stopper, and a small bag of gold-beater's skin is fastened to the lower end. The bottom of the chimney is loosely covered with oiled silk to represent the human diaphragm. When this is pushed upward, the bag of gold-beater's skin contracts, and when the oiled silk is pulled downward, the pseudo lungs inflate.

Osmosis in the lungs is illustrated by filling the lamp chimney with carbon dioxide, and inserting into the upper half of the perforation of the stopper a tube. By inspiring air, and expiring it into a little lime water, it is shown to be laden with carbon dioxide, as in the case of the human being.

A SPELLING EXERCISE.

I send my advanced spelling class to the board, pronounce the words to them, and after all are written, let them mark the words diacritically, while I hear the next class. After this I spell the words, give the correct diacritical marks, and call upon different members of the class to give the sounds indicated by the marks.

J. A. P.

Boxes of sliced birds and animals furnish excellent pastime for children, when the weather is too stormy to admit of their going out door to play. The pictures will furnish material for interesting stories about the animals formed, and the different countries in which they live.

REPRODUCTION STORIES

I.

A MISER once had a lump of gold, which he kept buried in the ground and went to look at every day. One day he found it gone and began to tear his hair in great distress over his loss. A neighbor seeing him said: "Pray, do not grieve so. Bury a stone in the hole, and fancy that it is gold, and it will do you just as much good, for you made no use of the gold while you had it."

II.

An old legend says that the god Jupiter made the first man, Neptune the first ox, and the goddess Minerva the first house. After they were completed the three gods fell into a dispute as to which was the most perfect work. After arguing for a long time, they called upon another god, Momus, to settle the dispute.

Momus was so jealous of the work of each that instead of praising any of them he found fault with all.

The ox, he said, was not perfect because his horns were placed above his eyes so that he could not see where to strike. The man was not perfect because his heart was placed on the inside, instead of the outside, where it should have been, so that every one might read his thoughts when he was plotting mischief, and so be prepared to defend themselves. And the house, he said, should have had iron wheels underneath it, so that if one's neighbors proved unpleasant it would be easy to move away from them.

But Jupiter was so displeased with his fault-finding that he drove him away from the mansions of the gods.

III.

A snake climbed into a bird's nest when the old bird was away, and began to break one of the eggs. Just then the mother bird came back, and a fierce battle began. The snake tried to sting her with his fangs, but she kept away from his mouth. She flew at the back of his head and struck him a sharp blow with her bill. She pecked out one of his eyes, and then he ran down the tree and tried to hide himself in the grass. But the bird followed him, caught him by the back of his head, and pecked him till he died. Then she went back to her eggs, a happy bird.

IV.

One day Robbie went into his mother's room. No one was there, so he thought he would look around. He opened all the drawers; he peeped into all the boxes. In one box he found his mother's best hat. He put it on and looked in the glass. He thought it would look better without the strings, so he pulled them off. Then he squeezed it up to make it look like a hat. Then he put it back in the box and forgot all about it. The next day, when his mother went to put on her bonnet, she found it not fit to be seen. She knew at once who had done the mischief, and gave master Robbie a lesson that he did not soon forget.

V.

Among the eggs that a big black hen once hatched out was one that had been laid by a duck. As soon as the little ones could walk she took them into the yard to find worms, seeds, and crumbs. After awhile she took them into the field near by, where there was a pond. When the duck saw the water he ran into it and began to swim. This made the chickens want to swim too. But the mother hen screamed, and clucked, and spread her wings to keep them from going into the water. Then she tried to call the duck out, but he would not come until he had had a good swim. Every day after this when the duck ran into the water the old hen clucked, and screamed, and made such a noise, that the farmer finally took the duck away from her and put him with the other ducks. Then he could swim as much as he liked.

VI.

Jack was a tame monkey. One day he went into the parlor and saw what he thought was another monkey in the big looking-glass. At first he was afraid, and ran away from him. Then he peeped at it around a corner, and it peeped at him. Then he went towards it, and danced in front of the glass. The other monkey danced too. Jack held out his hand to shake hands, and the monkey seemed just as willing to make friends. Jack grinned at it, and it grinned back at Jack. Then Jack scowled a little, and so did the other; he looked angry, and the monkey in the glass looked just as angry, and not a bit afraid. This made Jack angry, and he ran to the fire-place for a poker. The other monkey ran to another fire-place for another poker, and both rushed toward each other, ready for a fight. At that moment Jack's master came in and took him away. Another man, also took the other monkey away, and that was the last Jack saw of him.

VII.

The first settlers in this country were often obliged to live in strong forts, on account of the savages who prowled about the fields and woods ready to kill or capture all who came in their way. One day two little girls slipped outside the gate and ran down in a hollow near the fort to pick berries. They had not been there long before a sudden flash of light made the older girl look up, and she saw an Indian moving stealthily among the bushes; in his hand was a long glittering knife from which the flash of light had come. She looked toward the fort and there was another Indian creeping along in the grass between her and home. She knew it was not best to let them know she had seen them, so she called to her sister, "Bessie, I think its going to rain, we had better be going home." They had started slowly, but as soon as they reached the long grass they dropped on their hands and knees and crawled swiftly through it till they were in the road, then they ran quickly to the fort and the gate closed safely behind them.

THINGS TO TELL PUPILS.

A doctor has been making a series of experiments upon dogs, for the purpose of finding the proper treatment of persons who have been frozen. He found that of twenty animals treated by the method of gradual resuscitation in a cold room fourteen perished; of twenty placed at once in a warm room, eight died; while twenty put immediately into a hot bath recovered quickly, and without accident.

A very remarkable climbing plant is the matapalo, or "tree-killer," of the Isthmus of Darien and lower Central America. This curious vine will begin to twine itself around the trunk of a large forest tree, and will soon reach the lower branches. It then throws out many shoots, which twine all around the trunk and branches; and also loose tendrils, which, as soon as they reach the ground, take root. In a few years the vine completely covers and chokes the tree to death. The whole of the inner dead tree rots away, leaving the matapalo standing alone and flourishing.

When a mole is out hunting it has to return home by the same road, because, as a rule, it makes only one track from its fortress. Some years ago a French gentleman thought he would find out how fast a mole could run. He examined the ground until he knew where its road lay, and one day when it was hunting at the farther end of its tunnel he pushed a number of straws with paper flags attached to their tops down into the tunnel at various places along the line. Then he blew a horn close to the end of the tunnel where the mole was, and the frightened mole started for home. As he ran he knocked out the straws that held the flags as fast as he came to them, and this showed his rate of speed. The man said it was as great as that of a horse at full trot.

The great Sphinx, which has lain buried in the sands of Egypt for ages, is being dug out. The whole of the great body will soon be visible again, when, it is thought, valuable records of ancient Egyptian history will be found. The monument is supposed to be the oldest in the world. More than five thousand years ago it had become buried in the sands, and was dug out by King Tothmes 3,400 B.C. The date at which it was first chiseled out of rock is not known, but is thought to be more than 4,500 B.C. Its immense size can be imagined from the fact that its great ear measures six feet from top to bottom, and the other features are in proportion.

The Nicobar Islands, situated northwest of Sumatra, have become known as a place where old hats are in demand. All of the inhabitants, young and old, chief and subject, try to outdo each other in the number of old hats they can acquire during their lifetime. On a fine morning the surface of the ocean in the vicinity of the islands is dotted over with canoes, in each of which, the noble savage, with nothing whatever on but a slip of cloth and a tall white hat with a black band, may be seen, standing up, and catching fish for his daily meal. Second-hand hats are most in request, new hats being looked upon with suspicion and disfavor. This curious passion is so well known that traders from Calcutta make annual excursions to the Nicobars with cargoes of old hats, which they barter for coconuts, the only product of these islands; a good tall white hat with a black band fetching from fifty-five to sixty-five good cocoa-nuts.

GENERAL EXERCISES.

AUTHORS' DAYS.

OLIVER WENDELL HOLMES.

Dr. Oliver Wendell Holmes was born at Cambridge, Mass., August 29, 1809. When twenty years of age he graduated from Harvard college and began to study law. His father's profession, however, had more attraction for him than the law and he soon became a successful physician. He was called to teach anatomy and physiology in Dartmouth college, and two years afterward in Harvard.

Dr. Holmes began to write verses for the college paper while he was a student in Harvard, and was called upon to write many anniversary poems after he graduated. He has written a number of novels and medical works, and was one of the founders of the *Atlantic Monthly*, in which his famous "Autocrat of the Breakfast Table" papers first appeared. These have since been published in book form, and so have his many humorous and beautiful poems.

Dr. Holmes ranks among the most gifted of poets. The English people have recently been paying him great honors during his visit there, and Americans will always be proud of him.

Build thee more stately mansions, O My Soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!
The Chambered Nautilus.

I would have a woman as true as Death, At the first real lie which works from the heart outward, she should be tenderly chloroformed into a better world, where she can have an angel for a governess, and feed on strange

fruits which will make her all over again even to her bones and marrow.

Autocrat of the Breakfast Table.

Books are the negative pictures of thought, and the more sensitive the mind that receives their images, the more nicely the finest lines are reproduced.

Autocrat of the Breakfast Table.

Hope, only Hope, of all that clings
Arounds us, never spreads her wings;
Love, though he breaks his earthly chain,
Still whispers he will come again;
But Faith, that soars to seek the sky,
Shall teach our half-fledged souls to fly,
And find, beyond the smoke and flame,
The cloudless azure whence we came.

Our brains are seventy-year clocks. The Angel of Life winds them up once for all, then closes the case and gives the key into the hand of the Angel of Resurrection.

From the Autocrat.

You hear that boy laughing?
You think he's all fun;
But the angels laugh too at the good he has done;
The children laugh loud as they troop to his call,
And the poor man that knows him laughs loudest of all!
The Boys.

Oh, what a precious book the one would be
That taught observers what they're not to see.

A Rhymed Lesson.

The outward forms the inner man reveal,
We guess the pulp before we cut the peel.

A Rhymed Lesson.

Virtue may flourish in an old cravat,
But man and nature scorn a shocking hat.
But, oh, my friend! my favorite fellow man!
If Nature made you on her modern plan,
Sooner than wander with your windpipe bare,—
The fruit of Eden ripening in the air,—
With that lean head-stalk, that protruding chin,
Wear standing-collars were they made of tin.

A Rhymed Lesson.

Storms, thunders, waves!
Howl, crash, and bellow till ye get your fill;
Ye sometimes rest; men never can be still
But in their graves.

Daily Trials.

Ah me! how lovely is the braid
That binds the skirt of night's descending robe!
The thin leaves, quivering on their silken threads
Do make a music like to rustling satin,
As the light winds soothe their downy nap.

The Tailor's Evening Soliloquy

The vulgar know not all the hidden pockets,
Where nature stows away her loveliness.

The Tailor's Evening Soliloquy.

I love sweet features; I will own
That I should like myself
To see my portrait on a wall
Or bust upon a shelf;
But Nature sometimes makes one up
Of such sad odds and ends,
It really might be quite as well
Hushed up among one's friends.

To a Portrait of a Lady

The Comet! He is on his way,
And singing as he flies;
The whizzing planets shrink before
The spectre of the skies;
Ah! well may regal orbs burn blue,
And satellites turn pale,
Ten million cubic miles of head,
Ten billion leagues of tail.

The Comet.

EDUCATIONAL NOTES.

ARKANSAS.

The interest in and provision for popular education indicates, more accurately than aught else, the progress and improvement of any people. The school system of Arkansas, established by law in 1868, was revised in 1875, and its supervision given to a state superintendent of public instruction. The present constitution provides that "intelligence and virtue being the safeguards of liberty, and the bulwark of a free and good government, the state shall ever maintain a general, suitable, and efficient system of free schools, whereby all persons in the state, between the ages of six and twenty-one years, may receive gratuitous instruction." It authorizes the levy of a state school tax, not to exceed two mills on the dollar, in each year, on all taxable property of the state, and an annual per capita tax of one dollar on every male inhabitant over twenty-one years of age; and it provides further that the general assembly may authorize school districts to levy a special school tax not to exceed five mills on the dollar in any one year. This state school tax is levied and collected each year, and, under laws passed for that purpose, each school district votes the special district school tax annually. As a rule, all these districts vote the full five-mills tax. The sixteenth section in each township of thirty-six sections of land is set apart, under act of Congress, for school purposes. In 1876, the number of children entitled to education at the free schools, between the ages of six and twenty-one years, as enumerated, was 180,900; in 1877, 203,567; in 1884, 313,350, of whom 153,216 were enrolled in the schools. The enrollment of 1884 almost equaled the enumeration of the seven years preceding. In 1877, the apportionment of state school funds was \$82,298; in 1884, \$240,000. In 1876, the total school revenue from all sources in the state was \$194,445; in 1884 it reached the sum of \$931,404.10. In 1877, the whole number of school districts in the state was 1,127; in 1884, 3,337. In 1878, the number of teachers employed was 1,458; in 1884, 2,890. In 1877, the value of school-houses and furniture belonging to the schools of the state was \$170,422; in 1884, \$384,827.73. The last seven years have witnessed the inauguration of an entirely new order of things, and nearly every considerable town in the state has erected one or more large, well-ventilated school buildings of modern architecture. This may be also said of quite a number of smaller towns and of the rural districts. Really, the estimate of 1884 is under the real value. The city of Little Rock has school buildings and appurtenances of the value of \$150,000. There is little room for doubt that the school-houses, furniture, and appliances of the public schools of the state are of the value now of \$600,000. These schools in the rural districts are all open for three, and many of them for five months in each year; and the towns, almost without exception, have a free school for five months in each year, and those towns that have a population of one thousand maintain a free school from seven to ten months in each year.

COLORADO.

About 1,000 teachers came to Colorado at the close of the great Topeka convention. We have met many of these tourists, and trust they were as well pleased with our western ways as we were with the culture and pleasing manners of our eastern neighbors. The faculty of the Kansas state university made a fine camping party that sought rest and recreation in Estes Park. We wish to emphasize at this particular time that Colorado is the place for teachers to be made over "good as new" during a summer vacation. The altitude and the pure air are invigorating qualities not characteristic of other states. As to scenery, Colorado lends the world. It is the place of all places for rest. Western College, Toledo, Iowa, honored itself and a useful school man when it conferred the honorary degree of A.M. upon Hon. L. S. Cornell, our worthy superintendent of public instruction. The Board of Regents of Otterbein University, Ohio, unanimously elected State Supt. Cornell to the presidency of that institution. Supt. Cornell could not make up his mind to leave the silver state and its golden opportunities for men of his activity and ability. Miss Alta D. Miller, recently of Yankton, D. T., is the newly appointed principal of the South Pueblo high school. Paul H. Hanna, who has been an able professor for some time in the state university, has resigned to accept the principalship of the West Denver high school. We welcome the active professor to our ranks of public school workers. The next state superintendent, without doubt, will be the present incumbent, L. S. Cornell. We hear of others who would gladly serve the "dear people," but of none who have as yet any political "boom." C. L. Stonaker, who for four years has done good service in the South Pueblo schools, and for two years was principal of the Fourth Ward, has resigned on account of ill-health. He intends to take up some occupation that compels more outdoor exercise. SUPP. F. B. GAULT.

So. Pueblo State Correspondent.

CONNECTICUT.

A recent decision of the Supreme Court affirms the right of a teacher to inflict corporal punishment in such degree as the age and physical condition of the pupil warrants. State Secretary Hine has prepared for issue two circulars, the first to employers warning them against the violation of the law passed at the last session of the legislature, forbidding the employment of children under thirteen years of age; the second notifies holders of state teachers' certificates that they must pass an examination in this branch before March 1, 1887. The New Haven Board of Education has elected Henry W. Loomis to the principalship of the Washington district, which was made vacant by the resignation of George R. Burton, who had held the position about seventeen years. There were twenty-five applicants for the position. Last spring, the New Haven Board called upon the principals to examine all specimens of spelling-books submitted to them, and report in writing their opinion as to which one was best adapted to the use of the New Haven schools. The result was an almost unanimous endorsement of the "Selected Words," by Meleney and Giffen, and published by A. Lovell & Co. After receiving the reports, the board granted a delay of about two months to enable the publishers of Patterson's Speller to submit a revision of their book; but at the meeting of Aug. 20, the revised book not being ready, the board by a two-thirds vote adopted the "Selected Words." Eight or nine thousand copies will be required in order to supply the schools.

INDIANA.

The following institutes are announced: Sept. 6—Crawford County, conductor, Jas. Bobbitt; Hamilton County, Noblesville, E. A. Hutchens; Ripley County, Versailles, George W. Young; Tippecanoe County, La Fayette, Wm. H. Caulkins; Vigo County, Terre Haute, Harvey W. Curry; Wells County, Bluffton, Wm. H. Ernst. On the 13th, Harrison County, Corydon, C. W. Thomas. Nov. 29, Porter County, Valparaiso, Homer W. Porter.

IOWA.

Supt. B. H. PERKINS, of Lyon County, is showing himself to be the right man in the right place. The "New Education" will not grow rusty in Lyon County.

The Clay County Teachers' Normal Institute opened Aug. 16, and closes Sept. 3. Prof. W. W. Brittain, principal Spencer schools, conductor; Prof. J. A. Barnes and W. W. Brittain, and Miss H. P. Best, instructors.

Cedar Rapids, Iowa, has just made a fortunate selection in a city superintendent. By unanimous vote the position was tendered to J. P. HENDRICKS, of Toledo, Iowa. It is understood that he will accept. Supt. Hendricks has recently retired from four years of service in the county superintendency, Tama County. Prior to that he was connected with the schools of his county as rural teacher, high school assistant, and principal of schools. Thus he has had abundant preparation for the work upon which he enters. In all former positions he has shown unusual activity, judgment, and ability. That the Cedar Rapids schools will flourish under his administration and careful supervision is assured.

MONTANA TERRITORY.

An institute will be held at Glendive, Sept. 1, 3; also one at Miles city from the 6-8.

MASS.

The last class at Smith College, says an exchange, numbered forty-nine, and she had her picture taken—all in one—by the remarkable process of composite photography, each one of the group sitting one forty-ninth part of the regular time, then making way for the next. The total result, as might have been expected, was a face of wonderful beauty, strength, and refinement.

MINNESOTA.

The annual convention of high school principals, superintendents, etc., organized in 1885 under the name of The Minnesota High School Council, was held at St. Paul, Aug. 25-26, with the following program:

Opening remarks, V. G. Curtis, President; Reports of committees; Miscellaneous business; Report on Classification of High Schools, Hon. D. L. Kiehle, state supt.; Report of the Examiner, Cyrus Northrop, president state university; Characteristics of Good Examination Questions in History, Prof. H. P. Judson, state university; Characteristics of Good Examination Questions in Grammar, Supt. Wm. Moore, Lake City; Science Teaching in High Schools, Supt. A. F. Becholdt, Mankato; Literature in High Schools, Supt. L. C. Lord, St. Peter; Characteristics of Good Examination Questions in Arithmetic, Supt. O. Whitman, Red Wing; Manual Training in High Schools, Supt. F. T. Wilson, Stillwater; Civics, Prof. W. W. Folwell, state university.

The annual catalogue of the state normal school at St. Cloud for the year ending June 2, 1886, is an original and valuable document. In addition to the usual list of students' outline course of study, and matters of general information pertaining to admission, etc., the catalogue contains a number of outlines showing the kind of work done in the professional department of the school. Believing that the work of normal schools is to teach the science and the art of education, merely academic instruction is reduced to the minimum, but every energy is given to a complete understanding of professional principles and the art of applying them.

The method employed in psychology as related to the art of teaching is shown by an outline, giving general principles, notes, remarks, and an illustrative topic. Another outline on "The Art of Training" gives the art of analyzing subject matter and arranging its elements in a logical order; the art of arousing the self-activity of the pupil; the art of impressing what is taught; the art of cultivating intellectual power; the power of expression; the executive powers; the moral and the aesthetic powers. Each of these subjects is accompanied by principles and notes.

Another shows the objects of teaching geography, the knowledge to be acquired, the powers to be cultivated, and the order of presenting the subject matter. Following these are illustrative lessons, such as are prepared by the practice-teachers.

MISSOURI.

An association to be known as the Missouri Teachers' Academy has recently been organized. Dr. S. S. Laws, chancellor of the state university, is president, and T. Berry Smith, professor of natural sciences in Fayette college, is secretary. The association will meet each year at the close of the general association and continue in session one week. The exercises will consist of reports of original investigations, reviews, and compilations, and an address by the outgoing president. The association starts out with a membership of a little over fifty of the leading college and public school men. Professional teachers will be admitted to membership by a two-thirds vote in their favor and the payment of a five-dollar membership fee. Pettis County normal institute was in session the closing weeks of July under charge of Supt. Richardson. Mr. Richardson is doing institute work in Ohio, during August. Supt. Wolfe, of Moberly, recreates in Colorado this summer. Supt. Hamill, of Jacksonville, Ill., is conducting the Audrian Co. institute, these last two weeks in August. This promises as heretofore to be one of the best institutes in the state.

NEW YORK.

The thirty-first Orange County Teachers' Institute will be held at Newburgh, during the week beginning Aug. 30, 1886. Dr. John H. French, of Rochester, principal conductor. The district of Delaware County will hold an institute during the same week at Delhi, conducted by Prof. H. R. Sanford; and Cortland County will hold one at Cortland, conducted by Prof. S. H. Albrow.

NEBRASKA.

The Furnas County institute will be held at Arapahoe, Aug. 30 conducted by Supt. A. d'Allemand. The instructors will be Mrs. Nina F. Metcalf, Prof. Livingston, and Miss McBride. Supt. O.

N. Turner, of Daws County, will hold an institute at Chadron for two weeks, beginning Sept. 6. Supt. Penepacker, of Sherman County, holds one at Loup City on the same dates.

OHIO.

A four week's session of the Miami Co. Teachers' Association began at Troy, July 26. Supt. R. F. Bennett, of Covington, had charge of U. S. history, theory and practice, reading, spelling, and English grammar; Supt. C. L. VanCleave, of Troy, mathematical and political geography, arithmetic, reading, spelling, and physiology; Supt. W. W. Evans, of West Milton, physical geography, English grammar, arithmetic, and physiology; Miss Alice C. Heckerman, for years a successful teacher in the Troy schools, conducted the department of penmanship and drawing.

The second joint summer institute for Lake and Geauga counties began Aug. 9, at Chardon. The instructors in charge were Supt. Jas. H. Shepherd, of Painesville, Supt. C. W. Carroll, of Chardon, and Carleton F. Ferris. The session closed the 20th.

PENNSYLVANIA.

Supt. C. D. Arird of Warren Co., holds an examination at Sheffield Sept. 7, and another at Clarendon on the 8th. The county institute is held at Youngville the week beginning Aug. 30. The following is the program: Organization. Addresses by ex-Supt. S. H. Prather, Rev. R. J. White, and others. Address of welcome, by Hon. J. B. White, Pres. of Youngville School Board. Response, by Prof. A. B. Miller, Miss Cora Brooks. Lecture by Rev. R. J. White, Principal of Sugar Grove Seminary. Teachers' Meeting. Paper by H. M. Putnam, Russel. Practical Lessons, by Supt. Prather and Miss Bertha McConkey. Paper by Prof. N. R. Luce, Sugar Grove, and Prof. John O'Neill, Clarendon. Practical Lessons, by Supt. Prather and Hon. Henry Houck, Dept. State Supt. Lecture by Hon. Henry Houck.

Wednesday, Teachers' meeting. Paper by Rev. W. W. Pringle, Sugar Grove. Practical Lessons, by Supt. Houck, Supt. Prather, and Miss McConkey. Directors' Session. Addresses by Supt. Houck, Supt. Prather, J. B. White, W. W. Connelly, W. W. Hague, Charles Dinsmoor, and others. Lecture by Col. Geo. W. Bain. Music by Miss Belle McClintock, Meadville.

Thursday, Teachers' Meeting. Paper by F. A. Reeves. Practical Lessons, by Supt. Houck, Supt. Prather, and Miss McConkey. Temperance Session. Practical Lessons, by Supt. Houck, Prof. W. W. Fell. Addresses by Mrs. L. D. Wetmore, Supt. Prather, Prof. A. B. Miller, Prof. R. D. Crawford, Rev. Mr. Hall, and Col. Bain. Lecture by Col. Bain. Music by Miss McClintock.

Friday, Papers by Prof. Fell, Prof. Crawford, and Prof. R. H. Weber. Closing remarks of Supts. Houck and Prather.

PERSONALS.

PROF. CHARLES DE GARMO, Ph.D., formerly connected with the Illinois State Normal University, has just returned from a three years' residence in Germany, where he has been studying pedagogics. He has just received his doctor's degree. He will probably renew his connection with the Normal University.

The Bloomsburg (Pa.) Republican says that Mr. WILL S. MONROE, now a teacher at Edwardsville, Luzerne county, Pa., had been offered the position of editor of *Literary Life*, the magazine at Chicago which has now secured the services of Miss Cleveland. He refused the offer, thinking that the office of teacher in the public schools was a more dignified or lucrative office than editor of a magazine.

Among the honorary degrees conferred by Yale College, June 30, was that of A.M. on DWIGHT HOLBROOK, of Clinton, Conn. He is now doubly honored, having the same degree from Hamilton College. His "Select List of Books for the Young" and his edition of Scott's "Talisman," as well as his marked success as a teacher, justly attracted the attention of the Yale authorities.

PRESIDENT A. L. CHAPIN, of Beloit college, has tendered his resignation. Dr. Chapin has been president of Beloit college since its foundation, and enjoys the honor of being the longest in service of any college president in the United States. He has contributed powerfully to the building up of the institution, and has been widely recognized as a thorough scholar and a wise and able executive officer.

DR. BROOKS, for many years principal of the state normal school, Millersville, Pa., read an excellent paper before the normal section of the national association at Topeka.

MR. R. R. REEDER has been conducting institutes at Lewistown, Golconda, and Metropolis, Ill., during August.

DR. R. F. BOYD is principal of the medical department of industrial college, Nashville, Tenn.

Among educational editors present at the National Association at Topeka were, Col. J. B. Merwin, *American Journal of Education*, St. Louis; Mr. Vail, *Intelligence*, Chicago; Rev. E. A. Winship, *N. E. Journal of Education*, Boston; Dr. Bacon, *Academy*, Syracuse, N. Y.; Supt. Burgess, of our Country and Village Schools, Illinois; James D. Bishop, *The Dakota Teacher*, Huron, Dakota; Supt. Gove, *Colorado Teacher*, Colorado; Hon. H. C. Speer, *Western Journal of Education*, Topeka, Kansas; W. A. Bell, *Indiana School Journal*; and C. W. Bardeen, *N. Y. State Bulletin*.

PRESIDENT W. I. TAYLOR, of the Lagarto College, Texas, was present at the National Association at Topeka. The institution over which he presides was established by the wealthy stock-men of that part of the state, as they believe it is best to provide for education at home. Because so large a percentage of the poor people are Spanish, they insist on having a department in which the Castilian language is taught. Every summer he visits northern institutions to keep up with the progress of education.

THOMAS EDISON, the father of the inventor, lives at Huron, Mich., a man of eighty-two years. He has six children, three by his first and three by his present wife, and the inventor has a brother only four years of age.

The assassination of the Rev. E. A. HADDOCK, of Sioux City, Ia., is the outcome of his leadership in the movement against dram selling. It is a martyrdom which will help the cause of temperance. We do not wonder that indignation meetings are being held, nor that law-obeying citizens have formed a deeper determination to root out the evil business in Iowa.

LETTERS

HOW TO GET A LIBRARY.—How can I read a hundred books I want to? There is no library near me, and my means are limited. Any assistance you can give me will be thankfully received.

Indiana.

There are, without doubt, fifty teachers within the circle of your acquaintance who feel as you do. Unite, and each one buy two good books. Place them all in the care of one person, whom you may call librarian. Make a few simple rules, and commence reading. What have you done? Formed a library of perhaps a hundred volumes, all good books, which will occupy your spare time for two years. Before that time, if you are successful, as you will be if you go about the business in earnest, you will probably have increased your library at least one-half. There is nothing in this world like co-operation. Try the plan, even though you must commence with a very small number.

WHISPERING.—How can I stop whispering?

Wisconsin.

MARY P.

You don't want to stop it. Regulate it. It is nonsense to talk about a school where there has been no whispering for a month. Suppose such a school exists—what does it prove? Simply that the natural instincts of the pupils had been repressed, and much reasonable inquisitiveness killed. I know this may sound heretical, but I confess I have lost faith in the real usefulness of the famous "still" schools. Pupils should never disturb one another. They should never invade the personal rights of others—be polite, considerate, quiet, mind their own business, and in all respects conduct themselves as gentlemen and ladies. If they are the very opposite of this they cannot be converted by force. Other means will prove much more efficient. Government by force alone is a sham government, except for criminals. Under all there must be something coming from the teacher that is as far above the "MUST" as heaven is above earth. When a child or a man gets so low that he must be controlled by force, he has fallen far below the ordinary level of humanity. A thorough study of the principles of government will reveal much that is not ordinarily thought of.

A BETTER PLACE.—How can I get a better place? I have been teaching here for four years, doing acceptable work, but to-day I am receiving no better pay than when I commenced. At the close of last year I intimated I must have better wages, and a very influential member of the board at once intimated that I would do well to keep still if I wanted to remain. He thought my place could be filled by several young ladies of ability who were applicants, and would doubtless be willing to commence at a lower salary than I was receiving. I took in the situation and kept still, thankful that I have not been disturbed. But there is no encouragement to remain here. There is no improvement. Old methods prevail, old text-books are used, and old ways are popular. There is a prejudice against what they call "innovations"—I don't dare to say "new education." If I should say that I believed in Col. Parker, I think I would be dismissed. All I can do is to plod on, content to "go to seed"—to follow the path that has been trodden for a generation. I want a better place where I can be emancipated from spelling-book, grammar, arithmetic, and reader grinding—where I can rise, and follow the impulses of my best judgment.

New York.

We cannot help you. What you say is sadly true, not only of your place, but of thousands of others. The groanings of unemancipated teachers are heard all over the land. They would fill volumes if printed. There are places where a generous freedom is granted, but they are comparatively few. In most cities and towns there is little encouragement to permanency or better wages. Thousands of teachers were dismissed at the close of last year, for no reason but some member of the board wanted some of his relations or favorites appointed to some place. An old teacher must be displaced in order to find a vacancy; so slight mistakes are exaggerated, complaints magnified, and insignificant charges enlarged upon, in order to force a resignation.

H.

THE MORAL SENSE.—Will you give me an outline of what authors call the moral sense, and oblige an old and thoroughly appreciative subscriber.

New Jersey.

The moral sense in man has been defined by different classes of authors to be, or to include—

1. A knowledge, appreciation, or sense of—
 - (a) Right and wrong.
 - (b) Good and evil.
 - (c) Justice and injustice.
2. Conscience, involving feelings of approbation, or the reverse, in relation to ideas of right and wrong.
3. The approval of what is conducive to well-being, and the disapproval of the reverse.
4. Sense of duty and of moral obligation.
5. Appreciation of the results of honesty and dishonesty.
6. Virtue, including especially such moral virtues as—

Conscientiousness,	Charity,
Scrupulousness,	Mercy,
Integrity,	Magnanimity,
Compassion,	Disinterestedness,
Benevolence,	Chastity,
Fidelity,	Modesty,

OCEANIC CURRENTS.—Will you give me a theory of the cause of oceanic currents? There has been a discussion among several teachers, and we cannot come to a unanimous conclusion.

Pennsylvania.

A. W. H.

By some distinguished physicists, oceanic currents have been attributed entirely to the action of the trade winds. There can be no doubt that this is a real cause; yet it seems probable, nay, almost certain, that the great and controlling cause of the currents of the ocean, as of the air, is difference of temperature between the equatorial and polar regions.

Suppose, first, the earth covered with a universal ocean, continually heated at the equator, and cooling at the poles; the difference of density of the equatorial and polar seas would cause circulation or exchange between those regions by means of north and south currents in all longitudes, the equatorial currents being superficial because warm, and the polar currents deep-seated because cold. It is obviously impossible, however, that the principal exchange should be with the pole itself, since this is but a point, but with the northern regions. Observation shows that it is between the equator and the polar circle. In the case we are now considering, the exchange, being in all longitudes, would be scarcely, if at all, perceptible.

Suppose, second, the earth be set a rotating; then the currents passing from either pole to the equatorial region would be deflected more and more toward the westward until, uniting at the equator, they would there form a directly westward equatorial current running around the earth. This westward-moving water would be constantly turning northward and southward in all longitudes as a superficial current, and finally eastward about the polar circle to join again the deep-seated polar current going to the equator; thus forming a series of ellipses lying over each other in strata, dipping eastward, and out-cropping westward. As the north and south currents would take place in all longitudes, they would be scarcely, if at all perceptible; but the east currents, and the westward equatorial current, where all these unite, would be decided.

HUYGHENS.—Can you tell me who Huyghens was, and what did he do?

New York.

Christian Huyghens was a Dutch natural philosopher, 1629-1703. After Galileo, the man who perhaps did most to prepare the way for gravitation was Huyghens. As a mathematician, a mechanician, and an observer, he stood in the first rank. He discovered the laws of centrifugal force, and if he had simply applied these laws to the solar system, he would have been led to the result that the planets are held in their orbits by a force varying as the inverse square of their distance from the sun. Having found this, the road to the theory of gravitation could hardly have been missed. But the great discovery seemed to require a mind freshly formed for the occasion.

COMING TO NEW YORK CITY.—Would you advise me to attempt to get a place in the New York City schools? I have never lived in a city, and I think a few years' residence there would very much improve my mind.

Michigan.

MARY P. W.

By all means keep away from this city. You would find it almost impossible to get a place in our schools unless you had some influential friend, and if you did get in you would find no better pay in proportion to the expense, or better encouragement than in a small city or village.

A REQUEST.—Will not some of the numerous writers for the JOURNAL send in a few suggestive lessons on "How to Teach Geography and Grammar in the Advanced Classes?" We are receiving abundance of help in the other advanced studies, and have received many suggestive lessons on how to teach these subjects to beginners, but nothing farther. Now it seems to us that the methods adapted for teaching the little ones in these subjects would disgust older pupils. Are the old ways, "cram and grind," applicable here, or is it supposed that empirical methods are good enough?

We have always, in teaching any subject, proceeded from "known to unknown," "simple to complex," "concrete to abstract," from particulars to principles, and from principles to specific instances; but we want to hear from those who have reduced these principles to scientific practice. We want some specimens of actual school-room work, especially for our advanced grammar classes. Who will give them?

G. E. M.

EDUCATION IN THE SOUTH.—The educational system of North Carolina, developed since the war, is worthy of special mention. The state superintendent of public instruction is elected by popular vote for four years. The present incumbent, Hon. B. M. Finger, is a clear-headed man who possesses the rare faculty of patiently getting information from any and all, and then carefully diagnosing the situation and forming correct conclusions. The universal verdict is that he has greatly increased the efficiency of the school system, and much more is to follow. His address before the normal here was able, and showed a clear and discriminating knowledge of advanced educational thought.

The state officers constitute the State Board of Education. They recommend the text-books to be used in the state for three years, and have power to legislate in regard to school matters not inconsistent with state laws.

The General Assembly (State Legislature) appoints justices of the peace for the several counties, who appoint a board of from three to five county commissioners, who attend to all county affairs except those pertaining to schools. The justices of the peace and county commissioners, in joint session, appoint a county board of education consisting of three members. These three bodies jointly choose a county superintendent of schools, who serves for two years; he is secretary of the county board of education. This board divides the county into school districts, and appoints a local committee for each school; this committee appoints the teachers and transacts other school business under direction of the county board of education and county superintendent.

All licenses are granted on examination by the county

superintendent, are of three grades, and continue in force but one year. Those holding third grade licenses cannot receive more than fifteen dollars per month, those of the second grade but twenty-five dollars, and those holding first grade can receive any sum subject to action of county board. In some counties, by action of the county board, all contracts to hire teachers are invalid without approval of the county superintendent. The construction to be put upon all school laws is decided finally by the state superintendent. This system is uniform throughout the state, except where the people of a city apply for and receive a special act of the General Assembly.

The public school moneys are levied by the General Assembly; the people cannot vote a local school tax without a special act authorizing it. The constitution provides that three-fourths of all poll taxes must be appropriated for the support of schools, and that the state shall annually levy a one and one-fourth mill tax for schools, the same to be used in the counties where collected. The Legislature may levy more for special purposes. The poll tax is usually two dollars on each male, twenty-one years of age. All fines, penalties, and forfeitures go for schools. There is, of course, no source of revenue except as the people pay it each year. The state school tax last year was \$630,000. The Peabody fund gives some assistance for normal instruction. The law contemplates school for four months. In a few cities the public schools fit for college, but as yet higher instruction is generally confined to private schools; there are many good private high schools.

Separate schools are everywhere conducted for whites and blacks. Until last year the public money was distributed to all schools *pro rata*, in accordance with the number residing in the district, between the ages of six and twenty-one. Because of the unequal distribution of the population, this worked some injustice. Now the county board distributes two-thirds the same as formerly, but applies the remainder to adjust inequalities.

While the colored people can as yet pay but a very small fraction of the taxes, the state has for years been systematically taxing themselves for schools very severely, and dividing the money for schools, *per capita*, between the races—the colored schools receiving their full share. The colored schools are taught by colored teachers, but the county board and county superintendent have equal supervision of all schools, both white and colored. There are some good colored teachers, but very many of them are utterly unfit to teach. The state sadly needs money for educational purposes.

As everybody knows, a grossly ignorant population growing up in a republic is a serious menace to free institutions. This state needs immediately the establishment of several normal and training schools, for each race.

The nation has given citizenship to these millions of colored people, and it is not only just, but a necessary step towards self-preservation to supply from the national treasury adequate means for their education. *The south cannot do it alone.* When it is well known that they have steadily taxed themselves to their utmost ability equally for the education of whites and blacks, it does seem the height of folly to question the sincerity of the south in this matter. If the general government can every year make large appropriations to improve rivers and harbors in the different states, why is it improper to appropriate the millions of surplus in the treasury to remove the blot of ignorance from the whole country? Let the money be used by the several states through their ordinary channels. *Impose no conditions.* The south has demonstrated by its own taxation for schools without discrimination that it can be trusted to use the money justly for the education of all its children. I believe, too, that the colored people are anxious for education and will improve their opportunities; but they need better teachers, and they cannot get them without adequate funds.

There are some schools at the south for the education of colored teachers, and the southern people cheerfully acknowledge their value; but some of these schools are neglecting the rudiments of common English branches, for a varnish of languages, etc. In this they make a great mistake. If northern philanthropists would establish several elementary normal schools in this state, solely to prepare meritorious colored persons to teach in the state colored schools, I am satisfied that they would confer a very great boon upon the race, which would be appreciated by all classes. Such colored normal schools ought to employ the very best instructors, and this state now has excellent men and women well qualified for such work, but it lacks the money.

The spirit, if not the actual practice, of industrial labor ought to prevail in such schools. The female students ought to be so trained that they can give their pupils correct instruction in regard to household duties, infusing a spirit of neatness, refinement, and sound morality.

The south, with boundless natural resources, is still comparatively poor, and any casual observer can see it everywhere. The war swept away everything, and it is now puerile to quibble about details. The problem of the races must be wrought out by themselves. The two races must live together, and their mutual relations are rapidly adjusting themselves upon an amicable basis. But all must have a fair elementary education.

The nation made the colored men citizens and voters; the south cannot, in many years, give them the necessary education. *They have not the ability.* The nation has ample means; it can and it ought to aid, and to liberally aid, in this good work. In accordance with the proposed plan, the money would be distributed to the states in proportion to illiteracy, but, of course, much the larger share would go to the south. The freedmen ought, in the matter of education, to be considered the wards of the nation.

There are three instructors at this normal who are from this state, who are full of good sense and energy, and are capable institute workers. I refer to Superintendents, M. C. Noble, Wilmington, E. P. Moses, Raleigh, and E. C. Branson, late of Wilson, now removed to Athens, Ga. North Carolina has also a large number of colleges, some of which are large and strong, notably the state university at Chapel Hill. Catawba College, in whose building our normal school is held, is a prosperous institution, owned by the Reformed Church, and is under the efficient management of Prof. J. A. Foll, who seems to be well fitted for his responsible position.

I have here, as last year at Elizabeth City, met with a cordial reception from the people and teachers of the south. We are within sight of the Blue Ridge Mountains, and the air is dry and invigorating; the days, though sometimes moderately warm, are succeeded by cool, breezy nights. The highest reading of the thermometer during my stay of two weeks, has been 87 degrees. While here, I have been a guest at the Best House, kept by the genial and hospitable Capt. Best, an ex-Confederate, who, though with a bullet-hole through his cheek, was at Lee's surrender at Appomattox.

HENRY R. SANFORD.

BOOK DEPARTMENT.

NEW BOOKS.

KANT'S ETHICS. A Critical Exposition. By Noah Porter. President of Yale College. Chicago: S. C. Griggs & Co. \$1.25.

As its title indicates, this is both an expository and critical treatise. The writer has preferred, in expounding Kant's ethical theory to English readers, to use Kant's own language to a considerable extent, adding such comments as seemed necessary to make it intelligible. He has thus at the same time been just to Kant and given aid to the unpracticed student; he has frequently retained Kant's technical phraseology, yet seeking to give its meaning in current English. The critical remarks of the author are, for the most part, given as a running commentary upon the text.

Beside the expository and critical matter, is a brief general introduction, together with a summary or condensed review of the distinctive positions taken by Kant upon the most important topics, as compared with those of other—principally English—writers, and some brief strictures upon Kant by a few German critics. It would seem needless to say that the author treats Kant with all fairness, courtesy, and respect, while yet differing from him at many points, and that the exposition, in force and clearness, is quite worthy of the system of ethics which it considers.

LIPPINCOTT'S POPULAR SPELLING-BOOK. Philadelphia: J. B. Lippincott Co. 24 cents.

Here is a speller that is simply a speller, nothing more. But, yes, something more! A sensible speller; a speller imbued with the spirit of the times. The book doesn't attempt incidentally to teach geography and morals. But it has a way of its own, quite at variance with the "speller" of our fathers. Among its excellent and enlightened ideas is that of comparison and contrast between words pronounced alike but spelled differently; again, the words given are those in common use and those most commonly misspelled. The classification and grading evince great care and good judgment; and an excellent feature is introduced in the selection of "literary gems" from English poetry, which are useful to illustrate the use of the words, being dependent on the lesson, and also are very suitable for memorizing.

The book is not burdened with "catch" words, and long, difficult technical words that are rarely used, but its selection embraces a wide range of familiar words of irregular orthography. The book cannot be too highly commended.

THE NEW SECOND MUSIC READER. Based largely upon C. H. Hohmann. By Luther Whiting Mason. Boston: Ginn & Co. 48 cents.

This is one of the National Music Course, and is intended to give first lessons in reading music at sight, containing also one and two-part exercises and songs and directions to teachers.

While the author has in this volume retained, on account of its proven fitness, some of the material used in the first editions of the National Music Course, much will here be found that is new and helpful to both teacher and pupil. This is especially the case in the elaboration of the elementary portion of the book. The general advancement in the science of teaching music in school, has made practicable the use of the Rhythmic Analyses—by means of time-names, as originally invented by the author of this work. Other features of special value are, the preparatory exercises in the study of two-part singing; German chromatic pitch-names, adapted to American usage; exercises in singing chromatic sounds; diagrams of the scale in the various keys, and exercises in going from one key to another.

The introduction gives interesting chapters on Tune and Time. Part IV. contains test exercises for individual reading—something which is seldom provided for, but which is as necessary in the study of music as in that of language, to inspire the pupil with self-reliance. In the appendix is a full explanation of the system and use of time-names. Many of the ideas in the book are original, and the suggestions to teachers are excellent and helpful.

HOUSEHOLD REMEDIES, FOR THE PREVALENT DISORDERS OF THE HUMAN ORGANISM. By Felix L. Oswald, M.D. New York: Fowler & Wells Co.

Dr. Oswald is nothing if not original. Readers of practical literature of the popular scientific order have come to expect, whenever they see his name, some new and probably startling idea, and usually his suggestions are backed by a show of facts that entitles them at least to a degree of attention. Although occupied in many fields of research, his name is more particularly associated with recent movements in what might be called radical hygiene; so that one expects to find him quite at home in the present dissertation. Many of his theories are well known through his articles in the magazines, and brought together in book form here, constitute a formidable array in the sense that they are at certain points quite incontrovertible.

He deals mainly with a few typical disorders—consumption, dyspepsia, climatic fevers, asthma, the alcoholic habit, enteric disorders, and nervous maladies; and his aim is to show that the remedies of nature as indicated by instinct, are, in the large majority of cases, the speediest, safest, and most efficient. He deprecates strongly the use of drugs, and advises nutritious food, plenty of sunshine, pure air, cold water, and a cheerful frame of mind.

The book is worth the careful reading of all thoughtful people, and carries its own strong commendation to persons of progressive, common-sense ways of thinking.

HOURS WITH GERMAN CLASSICS. By Frederic Henry Hedge. Boston: Roberts Brothers. 531 pp. \$2.50.

The essays of which this book is composed contain the substance of lectures delivered by the author, and while not assuming to be a complete history of German literature, this volume aims to exhibit some of its characteristic phases as exemplified by writers who fairly represent the national genius. The introductory chapter treats of the value of German literature, its philosophic criticism, cosmopolitan breadth of view, and generous appreciation of foreign merit by the German mind. The book is divided into twenty chapters; the second one, entitled *Eldst Monument*, opens with a definition of "Teutonic," its origin, history, and meaning. "Goth" is also defined, and discussed.—Chapter III. The *Nibelungenlied* is defined, and, like *Iliad*, shown to be an epic, in the strictest sense of the term. It draws its characters and incidents from several distinct Sagas, or cycles of Sagas, and in its present form consists of thirty-nine lays, and contains 2,459 stanzas, of four lines each. Chapter IV. compares the *Nibelungenlied* with the *Iliad*. Martin Luther is the subject of

the fifth chapter, in which are found many extracts from his writings, and some letters. Chapter VII. gives the history of Hans Sachs and Ulrich Von Hutten, showing that the former was not only a master cordwainer, but master singer as well, while Ulrich was a fellow-laborer with Luther in the work of the Reformation. These chapters are followed by the seventeenth and eighteenth centuries.—Klopstock.—Lessing.—Mendelssohn.—The Universal German Library.—Friedrich Nicolai.—Wieland.—Herder.—Goethe.—Schiller.—Jean Paul.—The Romantic School.—Hoffmann.—Heinrich Heine. Many of these chapters are illustrative. The author, for want of greater space, has deemed it best and expedient to exclude from this volume many writers of note in prose and verse, among others the great philosophers, Kant and his followers, who, though eminently classic, form a class by themselves.—These Professor Hedge has presented in former publications. The book is well printed and bound, and will be a valuable addition to the library.

KIDNAPPED. Being Memoirs and Adventures of David Balfour in the Year 1751. Written by himself, and now set forth by Robert Louis Stevenson. New York: Charles Scribner's Sons. \$1.00.

A fine, bold, strong young fellow was David Balfour, a true Scotchman in disposition; and though he started on his adventures nearly a penniless orphan, he was better able than most men to take care of himself. The book tells, to quote from the title-page, "How he was kidnapped and cast away; his sufferings in a desert isle; his journey in the wild Highlands; his acquaintance with Allan Breck Stewart, and other notorious Highland Jacobites; with all that he suffered at the hands of his uncle, Ebenezer Balfour, of Shaws, falsely so-called."

Here, indeed, is a promising outline, but it is only a faint forecasting of the delightful story, the charm of which one can hardly find words to express. It will take its place beside Robinson Crusoe in every boy's heart that reads it—every boy, old or young, for that matter—and will do its part toward sustaining the already high reputation of the author. Don't fail to get it for your boy and—yourself.

SHORT STUDIES IN ENGLISH. Illustrated. A. S. Barnes & Co. New York and Chicago. 290 pages. 45 cents.

This is a new grammar, but how unlike Lindley Murray and Gould Brown! If these old grammarians could examine it we suspect they would make a few emphatic remarks. It is safe to say that no school book has ever been published in this country more elegantly illustrated or printed. This is saying a great deal, but it is without doubt the exact truth. Its cover is a marvel of printing in colors—a beautiful chromo-lithograph. How the publishers can afford the volume for 45 cents is more than we can understand.

This is a grammar, made according to the demands of better methods. It contains all that is necessary to know concerning the technical part of the science, and in addition is full of language work. The pupil is required from the very first lesson to express his thoughts in connected sentences. This is an important feature greatly to be commended. There are no incorrect expressions in the book. Pupils are taught to select certain words and weave them into sentences, for example, *sit, set, learn, teach, seem, appear*. The book is full of beautiful pictures. These are not introduced for show but for language exercise, in comparing sentences and stories. They are found all through the book, and are one of its most valuable features.

The book is divided into three parts. The *First* is intended to teach all that is essential for a boy or girl to know in order to write letters and notes, and express his thoughts. It teaches the parts of speech and the kinds of sentences and punctuation. It is an introductory practical grammar and language book for the average boy or girl who will not attend school after twelve years of age. The *Second* part discusses the Sentence with all its modifications. The *Third* part contains the essentials of technical grammar as usually required by the ordinary examiner.

This book makes a departure in grammar book-making, and we predict for it three receptions. The one from the old grammatical grinders. They will not like it. It will make them angry: it upsets all their old traditional methods. The other reception will be one of hearty commendation from progressive teachers. They will hail the book with joy and use it with gladness. It emancipates them from the husks of dry forms without practical interesting work. The third reception will come from thousands of grammatically burdened boys and girls. It will be a very godsend to them, when they feast their eyes on its beautiful pages and practical work. They will rejoice that the day of grammatical slavery has nearly ended. So let us all.

CASELL'S NATIONAL LIBRARY. No. 21.—POEMS, BY GEORGE CRABBE; No. 22.—EGYPT AND SCYTHIA, DESCRIBED BY HERODOTUS; No. 23.—HAMLET, BY WILLIAM SHAKESPEARE; No. 24.—VOYAGERS' TALES, FROM THE COLLECTIONS OF RICHARD HAKLUYT. Edited by Professor Henry Morley. New York: Cassell & Co. 10 cents each; \$5.00 per year.

The poems by Crabbe include "The Village," "The Library," "The Newspaper," and "The Parish Register." The first three of these were written in rapid succession, when the poet was quite young, and the last over twenty years after. They obtained a wide circulation, from the faithfulness of their description of the life of man, and brought their writer considerable fame.

The fame of Herodotus as a thorough, truthful writer has never been questioned, and herein lies the chief value of his writings. Each of the nine books of Herodotus were named after one of the muses, and this account of Egypt occupies the whole of the second book. The shorter account of Scythia, the editor tells us, is given when Darius marches to attack the Scythians, and is complete in itself, forming a part of the fourth book of the history.

It is unnecessary to describe Shakespeare's Hamlet, suffice it to say that the play is here printed in nice large type, and from the cheapness of the book is a very desirable addition to this valuable library.

The tales of Richard Hakluyt are interesting, and the composition is as elegant as that of most of the writers of the present time, though they were written in the sixteenth century. His great ambition seems to have been the enlargement of the domain under the jurisdiction of the English government. He was contemporary with Raleigh, Amidas, and Barlow, and he was in earnest sympathy with these navigators.

REPORTS.

THIRTY-SECOND ANNUAL REPORT OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION OF NEW YORK, 1885. Hon. James E. Morrison, State Superintendent.

Among other matters to which the superintendent calls

attention in his report is the continual and rapid decrease in the number of volumes in district libraries, from 1,604,210 in 1853, to 733,876 in 1885. He shows what has been the cause of this, and points out a remedy, which is sadly needed. Another is the decrease in the number of graduates of normal schools who are employed as teachers. This report shows that New York is taking rapid steps in the advancement of education and the exaltation of the profession of teaching. It was entirely prepared before the resignation of Hon. W. B. Ruggles, and to him is due all credit which must be certainly called forth. The suggestions are all able, thoughtful, and practical, and consequently of much value.

ANNUAL REPORT OF THE BOARD OF EDUCATION OF NEW JERSEY, 1885. Hon. Edwin O. Chapman, State Superintendent of Instruction.

From this report we notice especially the fact that but 55 per cent. of the school population can be accommodated in the schools, also that the school furniture and supplies are far below the standard required for good work. The superintendent expressly recommends that the best teachers be employed, and says that though the highest-priced teachers are not necessarily always the best, the lowest-priced are seldom or never desirable. In speaking of school methods, he makes some criticisms and recommendations which the teachers would do well to heed, and which have already produced much good effect. The average teaching experience of teachers in the state is over seven years, and in this respect, New Jersey can compare favorably with any other state. The quality of teaching and the average per cent. of scholars' excellence has considerably advanced during the past year. Taken altogether, the report is favorable and gives great promise.

THE PUBLISHERS' DESK.

HARVEST EXCURSIONS WEST.—Now is the "Merry Harvest Time" when the magnificent crops of wheat, corn, oats, barley, hops, fruits, and vegetables, and herds of fat cattle, horses, sheep, and swine, in Illinois, Iowa, Minnesota, Dakota, Missouri, Nebraska, and Kansas, can be seen to the best advantage. To facilitate the wishes of Eastern friends who desire to acquaint themselves with the vast productive capacities of the West, the management of the CHICAGO, ROCK ISLAND & PACIFIC RAILWAY announces that tickets will be sold on September 8 and 23, 1886, to principal points in Minnesota, Dakota, Missouri, Kansas, and Nebraska, at GREATLY REDUCED RATES, and with stop-over privileges. For further information apply to your nearest ticket agent, or to E. A. Holbrook, General Ticket and Passenger Agent, C. & N. W. Ry., Chicago, Ills.

Mr. Ben. Perley Poore, whose pen has amused and instructed his countrymen for over forty years, has issued in book form his "Reminiscences of Sixty Years in the National Metropolis." It is a book that contains the cream of his varied experience as a press correspondent, a diplomat, a soldier, and a historical investigator, and abounds in the rare humor for which the author is noted. As some one has wittily said, "Though the author is Poore his reminiscences are rich."

On the look-out!

This has been, for some time, the position of many of our leading educators. They have been on the watch for the issue of two important volumes from the press of Appleton & Co. The appearance of these books—entitled respectively, "Numbers Illustrated," and "Numbers Applied," has been eagerly awaited because it was generally anticipated in educational circles that they would embody what has proved most successful in arithmetical work, and also present some advanced methods of development that would make the introduction to the study especially interesting and instructive.

Now that the books are upon the market, it is gratifying to report that the anticipations in their favor have been fully realized. The works are finely illustrated and philosophically treated; and are the result of extended research as to the best methods now in use, and the many years' practical experience of their author in class-room work and school supervision. The series deserves the cordial reception it has met.

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Teachers' reading circles will be interested in the publication of a course of history in biographies, entitled "Great Lives," by Rev. J. I. Mombert, D.D., and issued by so highly reputable a house as that of Messrs. Leach, Shewell, & Sanborn. The book is written in charming style, and from its manner of treatment is not only useful in impressing the main points of history upon teachers, but is of deep interest to the school, the family, and the general reader, and is well calculated to make the history lesson the favorite with all pupils.

Mr. Blair had been the partner of Amos Kendall in the publication of the Frankfort *Argus*, and they had both deserted Henry Clay when they enlisted in the movement which gave the electoral vote of Kentucky to General Jackson, and joined in the cry of "barbain and corruption" raised against their former friend. It is related that the first interview between Clay and Blair after this desertion was a very awkward one for the latter, who felt that he had behaved shabbily. Clay had ridden over on horseback from Lexington to Frankfort, in the winter season, on legal business, and on alighting from his horse at the tavern door found himself confronting Blair, who was just leaving the house. "How do you do, Mr. Blair?" inquired the great commoner, in his silvery tones and blandest manner, at the same time extending his hand. Blair mechanically took the tendered hand, but was evidently nonplussed, and at length said, with an evident effort, "Pretty well, I thank you, sir. How did you find the roads from Lexington here?" "The roads are very bad, Mr. Blair," graciously replied Clay, "very bad; and I wish, sir, that you would mend your ways."

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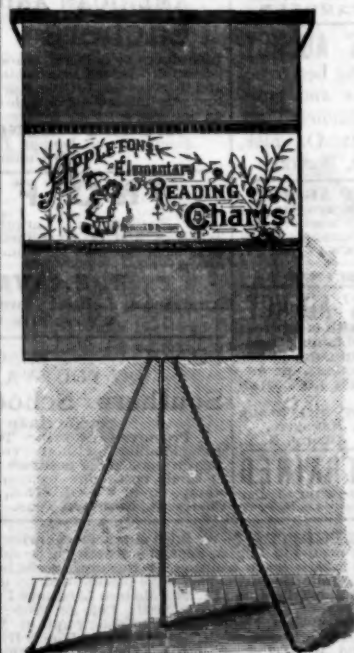
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This series is the result of extended research as to the best methods now in use, and many years' practical experience in class room work and school supervision. The appearance of these books has been awaited with great interest by leading instructors, as it has been generally anticipated in educational circles that they would not only embody that which has proved most successful in arithmetical work, but would also present some advanced methods of development that would make the introduction to the study especially interesting and instructive. These anticipations have been fully realized, and it is firmly believed that this series will work a revolution in the methods of presenting the subject to pupils.

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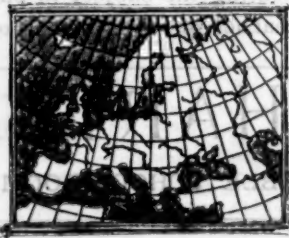
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A delinquent versifier erroneously rhymes "M. Thiers" with "appears." The name of the ex-President of France is properly pronounced "Empty air."

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